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ABSTRACT

The instructor's manual and participant's guide are designed for the Project RETOOL Institute on Career Education for the Handicapped, a program of continuing education models for teacher educators in regular and special education. The instructor's manual provides guidelines for replicating the Project RETOOL Institute. Sections on career education at both elementary and secondary levels cover curriculum objectives, methods of instruction, and materials. A "Strategies" section addresses integration of career education and content into pre- and inservice training programs, conducting workshops, and replication of the institute. Appendixes include sample advertising and registration materials, transparencies, a sample preface, a list of sample career education materials, and a materials source directory. The participant's guide contains handouts on the following: the roles and environments experienced by elementary age children; subcompetencies in the areas of daily living skills, personal-social skills, and occupational guidance and preparation skills; elementary level objectives; and guidelines for instructional materials analysis. Also provided are a sample instructional material assessment instrument, a checklist for reviewing career education materials for racist content, a guide for numerical analysis of inclusion of the handicapped in career education materials, and sample program evaluation forms. (SB)

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INSTITUTE ON CAREER EDUCATION FOR THE HANDICAPPED

Instructor's Manual

PROJECT RETOOL

Continuing Education for Teacher Educators in Special Education

Edited by

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University of Florida

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Project RETOOL

University of Alabama
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1980

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PREFACE

You have completed the Project RETOOL Institute on Career Education for the Handicapped. This Instructor's Manual should be a useful guide for replication of the Institute. A specific section on "Replication" begins on page 101. That section presents an outline of your responsibilities during replication activities.

Contained in this volume is a duplication of the content you have received today including both elementary and secondary career education presentations. *THE DIRECTIONS FOR PRESENTING THESE MATERIALS ARE INCLUDED IN ITALICS.* References to the literature are provided throughout the text as appropriate, but may be deleted as you desire, during oral presentations. Sample letters for advertisement purposes, and other supplemental materials are included in Appendix A. Masters for transparencies are presented in Appendix B. Handouts are presented in the Participant's Guide and their use is advised with *ITALICIZED* notes. Appendix C contains a sample preface for your replications and Appendix D lists resource materials.

The RETOOL Staff hope that you find this volume to be of great assistance to you in your future teacher training activities. Don't hesitate to contact us for any needed assistance.

WELCOMING REMARKS

WE SUGGEST THAT YOUR WELCOMING REMARKS BE KEPT BRIEF AND PROVIDE YOUR STUDENTS WITH AN OVERVIEW OF THE WORKSHOP. A SAMPLE WELCOME IS PRESENTED BELOW.

Welcome to this Institute on Career Education for the Handicapped. We are pleased that you are here with us today and expect that the planned activities will be quite worthwhile to you as you deal with handicapped persons. Whether you are teachers, teacher educators, or other professionals it is important for you to recognize the need to offer handicapped pupils appropriate and adequate career education. This Institute is designed to assist you as you prepare to meet those needs of special youngsters.

This Institute is a replication of a program presented as part of the pre-conference activities at the 1980 National Convention of the Council for Exceptional Children. This replication is a continuation of those efforts and we are reporting on the results of today's program to the originating sponsor--Project RETOOL.

You should find it interesting to hear about the origins of Project RETOOL. The next section will present you with a brief history of this project.

HISTORY OF RETOOL

H. W. Heller

THIS SECTION PRESENTS CONSIDERABLE BACKGROUND INFORMATION ABOUT PROJECT RETOOL. YOU MUST DECIDE HOW MUCH OF THIS IS APPROPRIATE FOR YOUR PARTICULAR PRESERVICE OR IN-SERVICE GROUP. YOU MAY USE THIS ENTIRE SECTION OR YOU MAY CHOOSE TO PRESENT A SYNOPSIS OF THE INFORMATION.

The Career Education for the Handicapped component of Project RETOOL emanated from concerns expressed by special educators active in the Division of Career Development (DCD) of the Council for Exceptional Children (CEC) and the results of a needs assessment conducted during 1975-76. The needs assessment indicated a paucity of quality programs for students with special needs. The assessment results quite clearly supported the concerns expressed by the teacher educators in special education regarding the lack of clarity and qualitative programming for children with special needs at all levels. Responses to a question pertaining to future needs consistently ranked high the need, "Identify special skills for and train personnel in working with handicapped persons in career and vocational education settings." This response validated the general recognition of the need for improved programming through a better prepared cadre of teacher educators and persons responsible for service delivery. Without question, at the time of RETOOL's first funding in 1975-76, it was and continues to be evident that new skills and attitudes are needed to effect change. One of the best ways to secure such change is through the infusion of career education for the handicapped into special education, regular education, and vocational/occupational education teacher education programs at the pre and inservice levels.

Given the premise that effective infusion of career education for the handicapped into teacher education programs

could precipitate the positive changes needed in comprehensive programming for children with special needs, Project RETOOL was developed. Funding for the Project was provided by the Bureau of Education for the Handicapped (BEH) to the University of Alabama. An advisory committee of nationally known persons in career education for the handicapped was convened to provide direction to the Project and its directors, Dr. Bill Heller (1975-79) Dean, College of Human Development and Learning, University of North Carolina at Charlotte and Dr. Charles J. Horn, Jr. (1979-Present), Professor, Area of Special Education, The University of Alabama. Members of the original national advisory committee were: Dr. Donn Brolin (University of Missouri); Dr. Oliver P. Kolstoe (University of Northern Colorado); Dr. Charles Kokaska (University of California at Long Beach); Dr. Jeffrey Schilit (Florida Atlantic University); and Dr. Betty Ross-Thomson (Wisconsin State Education Agency-Madison). This committee approved the development of a regional consortium model, a series of single state pilot models, and a national training institute in concert with a CEC national convention. The University of Kansas was chosen to implement the consortium which included the states of Oklahoma, Missouri, Iowa, and Nebraska, in addition to Kansas. The states chosen to operate pilot models were Massachusetts, Colorado, Tennessee, and Arizona. This varied approach to infusion of career education into teacher preparation programs offered an opportunity to respond to the needs alluded to earlier as well as to determine the relative effectiveness of several delivery models. All models included state education agencies, local education agencies, and institutions of higher education in the areas of regular and special education.

The value of Project RETOOL has been its ability to demonstrate the strategies used by regional and state models to effect inservice education for special and regular

educators regarding career education for the handicapped. These models may be utilized by other states and regions seeking to develop similar efforts and eliminate many problems normally associated with such programs. The strategies learned by these models, coupled with the materials each has developed, serve to prevent a number of the usual preliminaries which are often time-consuming as well as nonproductive.

The culminating feature of Project RETOOL was designed to be a highly intensive training institute to be held in conjunction with the 1980 CEC Convention in Philadelphia. This institute was planned to synthesize many of the practices utilized by the various models as well as provide training to selected participants to enable them to train others via a multiplier approach.

In summation, since its initiation in 1975, Project RETOOL has sought to develop a series of continuing education models for teacher educators in regular and special education in career education for the handicapped. While model development has been a primary objective, there has also been a significantly large number of persons trained in the process along with the ancillary development of materials. Because of RETOOL there is a much greater likelihood that the future for the handicapped will be much improved due to better prepared professionals who will be available to serve them. By presenting many possible answers to the issue of "how to" deliver continuing education for practitioners, RETOOL will indeed help many find the "right" answers to this very important issue.

CAREER EDUCATION: A CONCEPT - A CHALLENGE

Gary M. Clark

THIS SECTION IS WELL SUITED FOR PRESENTATION IN LECTURE STYLE. TRANSPARENCIES ARE PROVIDED IN APPENDIX B AND NOTED IN ITALICS.

There has been a group in the field of art since the 1930's that has followed the notion that "form follows function." This means that if one wants to fashion a cup, a vase, or a pot, one must know who will be using the object and for what purpose. Since we in education are probably more related to art than science, this notion has some relevance as the current problems and issues of educating children and youth are considered. It is particularly appropriate in special education today as the pressures of meeting mandates and avoiding litigation are dominating the professional educator's efforts to function. Under such pressures, the tendency is to lose sight of "function" and reach for any "form" available.

In the context of one problem in special education today, that of delivering career education content to all handicapped students (kindergarten through 12th grade), "function" relates to purpose, direction, and content, of career education. "Form," relates to approach and environment or administrative arrangement.

If the concept, "form follows function," has relevance in the context of this problem, professionals must start with a planned, deliberate decision on what constitutes the appropriate function of career education for the handicapped. That is, what is it?

WHAT IS CAREER EDUCATION?

There is no single definition of career education that has been universally endorsed. This has occurred by design in hopes that a lack of definition would result in divergent groups coming to grips with the problem and contributing to a body of knowledge that would yield a definition. A

definition of this type would, in essence, be a descriptive statement of a concept after it had been studied, debated, applied, analyzed, and evaluated, rather than a definitive statement to which all study, debate, application, analysis, and evaluation must conform.

When Dr. Sidney Marland introduced his concept of an educational reform movement in the early 1970's, and called it career education, few people dreamed that it would ever be so widely accepted. Even without consensus definition, the concept gained rapid approval by industry, labor, the U.S. Chamber of Commerce, and, eventually, Congress. Even so, any concept without some agreement on what it means has survival problems. Career education is no exception. Definitions began to evolve in 1972 (Budke, Bettis, & Beasley) and are still being proposed (Brolin & Kokaska, 1979). Because it is important to know the evolution of current definitions, the next section of this presentation will present a perspective on what has occured and why.

EVOLUTION OF DEFINITIONS

Kenneth Hoyt, Associate Commissioner of Education, offered one of the first attempts at a formal definition since career education was launched as a movement in 1971. His definition was as follows:

PRESENT TRANSPARENCY 1

> Career education represents the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual. (p. 3)

Kenneth Hoyt further qualified one aspect of this definition by pointing out that there is an inherent assumption that "work values" encompass a variety of work motivations, including, but not limited to the classical Protestant work ethic (General

Learning Corporation, 1972). This is an important assumption, because if one were to interpret this definition in terms of the work values of the traditional Protestant work ethic, there could be a line of argument made against the concept of career education which would detract from its major thrust. Some educators have challenged the "fulfillment of personal identity" notion inherent in the Protestant work ethic by asserting that many jobs do not provide people either with an adequate sense of self-identity or any satisfactory central life interest (McClure & Buan, 1973). You might consider your own attitude about your work from this point of view and concur. If not, consider handicapped adults and their attitudes about themselves when they are rejected as workers or relegated to low-paying, low-status jobs.

The importance of work in personal fulfillment has been questioned since some educators feel that work may no longer be central in the new social order (Gordon, 1973). As radical as this may sound, one only has to observe the emphasis in most mass media on leisure activities as the central focus of the lives of millions of Americans to see some support for this notion.

Although it was stated previously that there is no single universal definition of career education, the U.S. Office of Education has presented a definition in a policy paper on career education which is being widely accepted and used as a basis for programming. Since Associate Commissioner of Education Kenneth B. Hoyt wrote the policy paper, the definition represents a slight change in emphasis in his conceptualization of career education from the 1972 definition. The policy paper definition is stated as follows:

PRESENT TRANSPARENCY 2

> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. (p. 4)

This definition is based on Hoyt's definitions of "career" and of "education" which state that "career" is the totality of work

one does in a lifetime (beginning in the very early years and continuing through the retirement years) and "education" as the totality of experiences through which one learns (includes more than formal education). This generic definition is purposely intended to be of a broad and encompassing nature but, at the same time, it is also intended to be considerably less than all of life or one's reason for living.

The significant difference between Hoyt's 1972 and 1975 definitions is the shift of emphasis from "values of a work oriented society" to "experiences through which one learns about and prepares to engage in work." This shift toward greater emphasis on work itself resulted in a need for clarification of what is meant by work. Hoyt (no date) defined work in this way:

> "Work" is conscious effort aimed at producing benefits for oneself and others. As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represents the basic need of all human beings to achieve - to accomplish - to do something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right - not a societal obligation. (p. 2)

Hoyt (1975) gives even more specific clarification to his definition of work in another statement:

PRESENT TRANSPARENCY 3

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxing, aimed at producing benefits for oneself and/or for oneself and others. (p. 3)

These definitions of work make no restrictions in meaning whether one is speaking of the work of the musician, the athlete, the salesperson, the bricklayer, the homemaker, the lawyer, or a do-it-yourself homeowner. Some work will require intensive coaching and personal preparation while other work may require learning on the job, or perhaps, an advanced degree. In most

(if not all) cases, however, being "successful" typically requires some learned set of job or daily living skills.

How have these definitions affected the handicapped person? First, there is the implication that work for the handicapped can be a part of an individual's way of living and that each person can make a conscious effort while growing up to learn about and prepare for some kind of beneficial productivity (work) -- for the here-and-now as well as the future. Work does not have to be paid employment or something one does upon becoming an adult; work is possible for children as well as adults.

A second implication is that while work itself, rather than the "values of a work oriented society," may be the increasingly accepted focus of career education in the future, there is the assumption in both definitions that a handicapped individual must learn early about the right to work and that paid employment is possible later in life -- but, if satisfying paid employment does not occur, it is not necessarily because of that person's handicap per se. Rather, it is more likely due to factors outside of the handicapping condition, such as societal attitudes, limitations of the occupational counseling and placement skills of professionals who work with them, or the realities of manpower surpluses in times of recession or depression of the economy. The definitions allow for any persons to consider themselves as acceptable human beings whether involved in paid employment or not, or whether the paid employment is such that personal fulfillment is possible. For too long, we in western society, have made people feel guilty for not being able to use their vocations as "identity realization" or "self-actualizing" opportunities. Work occurring in paid employment may be only a means to one of several ends -- survival, safety or security, belonging or love, esteem, self-actualization (Maslow, 1954). Work in unpaid situations, on the other hand, may be just as conducive to personal fulfillment or self-actualization than would be a paid vocation.

While these interpretations of implications for the handicapped are probably as valid as any, there is no doubt that the underlying theme of Hoyt's two definitions reflects a definite bias toward a person's economic life through work which is paid. The definitions and their elaborations also reflect an attempt to restore the credibility of the Protestant work ethic by emphasizing the positive aspects of work and re-ordering work ethic values which has shifted over the years or which, in fact, have changed through distorted applications.

Not all definitions or conceptualizations of career education accept this emphasis on the work ethic, however.

PRESENT TRANSPARENCY 4

One can begin with a dictionary and see that the word "career" means more than vocation, profession, or occupation. Some professionals argue that we must go beyond work activities and work roles and learn about and prepare for other roles, settings, and events in a person's life.

PRESENT TRANSPARENCY 5

Another proposed definition of "career" is "the course by which one develops and lives a responsible and satisfying life" (Gordon, 1973). This definition of career suggests that career education then, would be a series of learning experiences which occur during a person's life span, including one's roles as learner, producer, consumer, citizen, family member, and social-political being.

Another advocate of this point of view defines career education in the context of a "careers curriculum" (Goldhammer, 1972). This curriculum would be based on the various life careers in which individuals engage as participants in society--producers of goods or renderers of services, members of family groups, participants in social and political life of society, participants in avocational pursuits, and participants in the typical functions of involving aesthetic, religious and moral concerns.

A similar perspective is proposed in the educational-guidance model for "life career development" (Gysbers & Moore,

1974). Life career development is defined in this model as "self development over the lifespan through the integration of the roles, settings, and events of a person's total life" (p. 10). A parallel position occurs in the "careers" education model for the elementary level (Cross, 1974). This model suggests that if life is to be a fulfilling experience, individuals must experience a degree of success in all aspects of living. This model also proposes that elementary education should be organized around the life careers that have the greatest influence on living in America -- career as a family member, career as a citizen, career as a member of a vocation, and career as a pursuer of avocational interests.

Gary Clark of the University of Kansas (1974) and Donn Brolin from the University of Missouri (1974) have seen career education for the handicapped as having a broad scope, going beyond occupational awareness, exploration, and preparation. Clark (1975), referring to the definition of career cited previously (Gordon, 1973), states that career education,

> ...concerns itself with a merging of liberal education and vocational development such that it facilitates the process of living and is not limited to facilitating the process of making a living. (p. 10)

Donn Brolin has taken a strong position on the need for an expanded view of career education by outlining a series of competencies which he believes to be essential for the educable mentally retarded and around which a career education curriculum should be developed. He defines career education as "systematically coordinating all school, family, and community components together to facilitate each individual's potential for economic, social, and personal fulfillment" (Brolin, 1974, p. 5).

IMPLICATIONS OF DEFINITIONS IN PROGRAMMING FOR THE HANDICAPPED

What are the implications of these definitions for the handicapped? They obviously reflect concern for additional aspects of a life career development other than those aspects

involved with work. They provide a strong argument for spending a significant amount of educational effort in attending to current and future adjustment needs as a person, a social being, and a citizen as well as a productive worker. The important issue for you in interpreting any definition of career education, in light of the needs of the handicapped, is not to judge career education on the basis of any one definition. It is important to see in various definitions the possibilities of providing a common understanding of what the primary purposes of career education might include and to accept those purposes as idealistic statements of career education intent. Keep in mind that career education is not yet a static, definable notion, in spite of the efforts of local, state, and federal educators to "pin it down" through official statements. There seems to be substantial disagreement among some individuals and groups as to the primary scope of career education; but there may be less disagreement that it appears.

There is reason to believe that some public education officials assume a strong position on work as the basic theme of career education because of the political realities of the times rather than a personal educational philosophy. They are sensitive to the fact that Congress, state legislatures, and local school boards are much more responsive to educational programs which address current problems in unemployment, economic recession, work alienation, and welfare support than they are to programs which emphasize life roles or life careers.

Fortunately, your role does not usually demand that you deal with political complexities involving definition. However, an understanding or perspective of the issues involved should be valuable to you in developing your own coverage of career education needs of exceptional children and youth and in being able to respond to anyone who asks you, "What is career education?" "What is its function for the handicapped?"

MODELS OF CAREER EDUCATION FOR THE HANDICAPPED

There are at least two models currently being developed or advocated that can serve as a function model for the handicapped (Brolin & Kokaska, 1979; Clark, 1979). The two models are similar and highly compatible. Both models make an obvious case for an expanded view of career education which go beyond the typical focus on occupational awareness, exploration, and preparation.

Brolin and Kokaska Model. Donn Brolin proposed the basis for the Brolin and Kokaska(1979)model in the form of 22

PRESENT TRANSPARENCIES 6, 7, and 8

competencies, clustered in three primary components: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation (see Table 1).

The elaborated curriculum model shown in the transparency

PRESENT TRANSPARENCY 9

(Figure 1) extends the competencies model considerably to show how it interfaces with stages of career development (Awareness, Exploration, Preparation, and Placement/Follow-Up), and school, family, and community experiences. The three dimensional model is intended to alert teachers, counselors, advocates, and others to the fact that numerous elements are to be considered at any one point in time in a student's career development.

The Clark (1979) model is another expanded model. The focus on the function of career education is clearly based on

PRESENT TRANSPARENCY 10

the four content area components designed for instruction and learning experiences beginning at the kindergarten level and continuing through adulthood. This transparency (Figure 2) provides a basic perspective of the model.

This model maintains a focus on work careers, but gives equal importance to other competencies which are critical for life career roles in addition to worker roles. The curricula of the elementary school (K-6) and junior high school (7-9) would both be based around the mutually important elements of (a) attitudes, values, and habits, (b) human relationships,

Table 1

CAREER EDUCATION CURRICULUM COMPETENCIES

Daily Living Skills

1. Managing family finances
2. Selecting, managing, and maintaining a home
3. Caring for personal needs
4. Raising children, family living
5. Buying and preparing food
6. Buying and caring for clothes
7. Engaging in civic activities
8. Utilizing recreation and leisure
9. Getting around the community (mobility)

(TRANSPARENCY 6)

Personal-Social Skills

10. Achieving self-awareness
11. Acquiring self-confidence
12. Achieving socially responsible behavior
13. Maintaining good interpersonal skills
14. Achieving independence
15. Achieving problem-solving skills
16. Communicating adequately with others

(TRANSPARENCY 7)

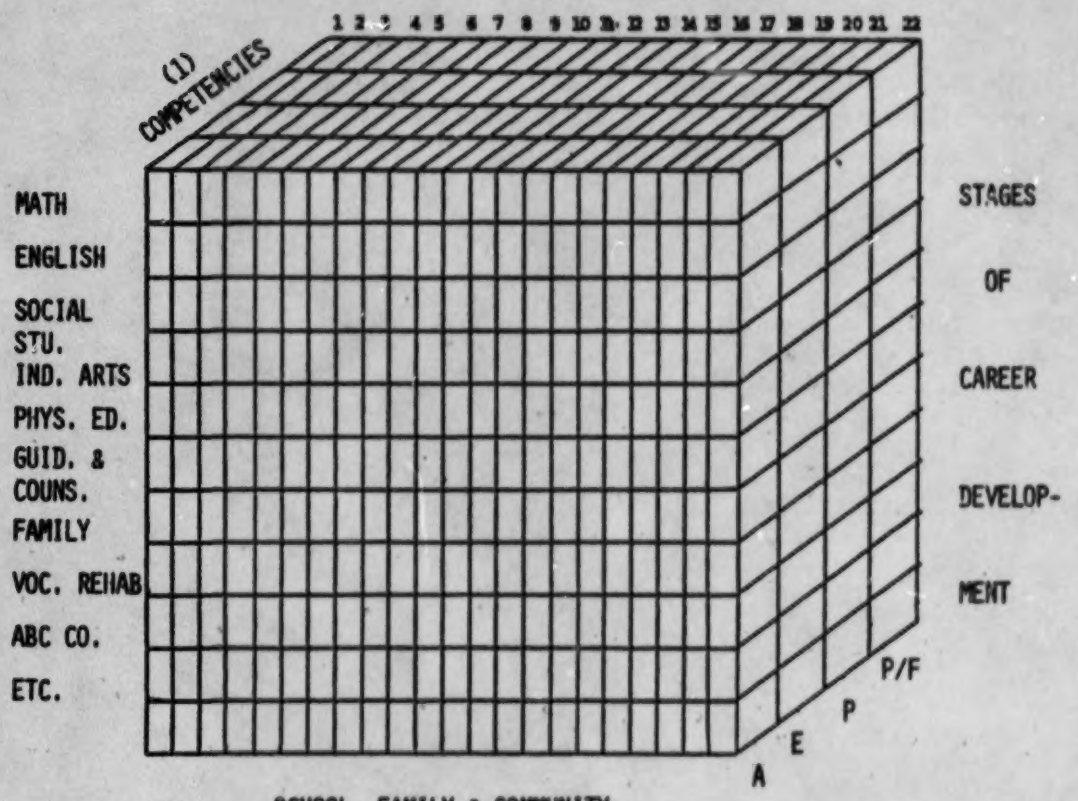
Occupational Guidance and Preparation

17. Knowing and exploring occupational possibilities
18. Selecting and planning occupational choices
19. Exhibiting appropriate work habits and behaviors
20. Exhibiting sufficient physical-manual skills
21. Obtaining a specific occupational skill
22. Seeking, securing, and maintaining employment

(TRANSPARENCY 8)

Figure 1

COMPETENCY-BASED MODEL FOR INFUSING CAREER EDUCATION INTO CURRICULUM



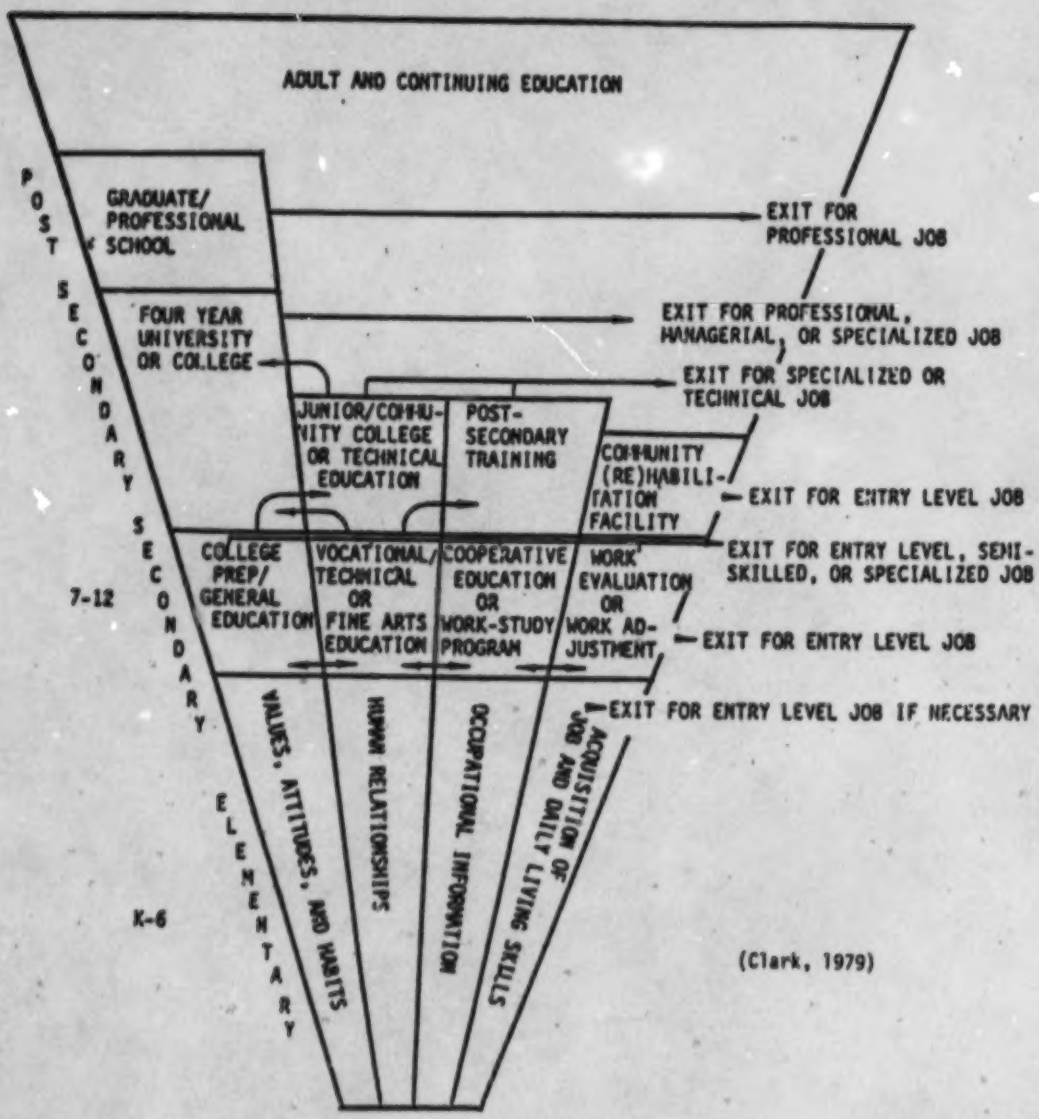
A = AWARENESS
E = EXPLORATION
P = PREPARATION
P/F PLACEMENT FOLLOW-UP

BROLIN & KOKASKA (1979)

T9

Figure 2

A SCHOOL-BASED CAREER EDUCATION MODEL FOR
THE HANDICAPPED


ADULT AND CONTINUING EDUCATION
POST SECONDARY
GRADUATE/ PROFESSIONAL SCHOOL
EXIT FOR PROFESSIONAL JOB
FOUR YEAR UNIVERSITY OR COLLEGE
EXIT FOR PROFESSIONAL, MANAGERIAL, OR SPECIALIZED JOB
EXIT FOR SPECIALIZED OR TECHNICAL JOB
JUNIOR/COMMUNITY COLLEGE OR TECHNICAL EDUCATION
POST-SECONDARY TRAINING
COMMUNITY (RE)HABILITATION FACILITY
EXIT FOR ENTRY LEVEL JOB
SECONDARY
7-12
COLLEGE PREP/ GENERAL EDUCATION
VOCATIONAL/ TECHNICAL OR FINE ARTS EDUCATION
COOPERATIVE EDUCATION OR WORK-STUDY PROGRAM
WORK EVALUATION OR WORK ADJUSTMENT
EXIT FOR ENTRY LEVEL, SEMI-SKILLED, OR SPECIALIZED JOB
EXIT FOR ENTRY LEVEL JOB
EXIT FOR ENTRY LEVEL JOB IF NECESSARY
ELEMENTARY
K-6
VALUES, ATTITUDES, AND HABITS
HUMAN RELATIONSHIPS
OCCUPATIONAL INFORMATION
ACQUISITION OF JOB AND DAILY LIVING SKILLS

(Clark, 1979)

T10

(c) occupational information, and (d) acquisition of job and daily living skills. These four elements change in their nature as pupils progress through the grade hierarchy and/or as the sequence of objectives is accomplished.

The vertical extensions of the lines dividing the four major components of career education at the elementary and junior high school levels are meant to suggest that these components should actually extend through adult and continuing education. The graphic placement of advanced preparation and training options in relation to the components of career education in Grades K-9 are coincidental and should not be perceived as a "track" or progression. There is intended to be a logical track or progression, however, for entering and pursuing preparation options from the 10th grade on up. Even there, the arrows reflect the possibility of movement between or among the options and negate any notion of being locked in. Such changes, while possible, do not imply simple exchanges. A preparation option's prerequisites and/or requirements would still need to be met.

BASIC ASSUMPTIONS OF A FUNCTIONAL CAREER EDUCATION MODEL FOR THE HANDICAPPED

Part of the consideration, and ultimately the acceptance, of a functional model depends upon what basic assumptions are made to support the model. The assumptions that are made in support of the model presented in the transparency (Figure 2) are based on those presented by Clark in 1979 and include the following:

PRESENT TRANSPARENCY 11

1. Career education is for <u>all</u> persons - young and old, gifted and retarded, mildly and severely handicapped, males and females, the poor and affluent, and all races and ethnic groups.
2. One's career is a developmental process, and is subject to planning, programming, and change.
3. The nature of our society demands that career education consider variety of work values, rather than a single work ethic.

4. Career education is concerned with protecting each developing person's freedom to make choices and decisions while, at the same time, presenting alternatives.
5. Significant deprivation in any aspect of human growth can affect career development.
6. There are many historical and current limitations imposed by society upon the life career development of the handicapped.
7. Any person choosing to participate as a producer or consumer in today's complex and rapidly changing world must possess skills in adaptability.
8. Career education for physically and/or mentally handicapped individuals differs significantly enough from that of the non-handicapped that some special attention to programming for them should be given.
9. Just as there is a need for differential programming at times between the handicapped and the non-handicapped, there is also a need for some differential programming among the various disability groups within the handicapped population.
10. Career education programming for the handicapped should be initiated at least as early as kindergarten.
11. A democratic philosophy of education and a realistic philosophy of normalization do not dictate that all children have the same curriculum.

CONCLUSION

The implications of career education through the proposed model for handicapped individuals depend somewhat on the success of the movement within general education. As a concept, the model affirms the proposals for personal, social, prevocational, and vocational training for the handicapped which have existed for some time. However, as a movement, the model will have

varying degrees of impact on the handicapped as a group, depending upon the extent of its implementation.

At this point in time, most efforts at career education development at the state and local level appear to be concentrating on general programming and implementation procedures for regular education programs. There is general agreement that these programming efforts have been more widely accepted in regular education by elementary teachers than by secondary teachers. This is extremely advantageous for elementary level handicapped children, since they may consequently receive as much or more career education programming through their regular class instruction than in a special self-contained class or learning center. The latter program options for handicapped children, particularly those for the learning disabled, emotionally disturbed, and mildly retarded, are still emphasizing cognitive development and academic remediation primarily, however, and are giving inadequate attention to the scope of career education as presented in the model advocated here. This needs to change.

Career education, as a concept, is rapidly evolving into a movement with structure and definable parameters. It is still misunderstood by some as to its intent, its scope, and its structure, but increasingly, more information is being made available to educators and the general public to respond to these misconceptions. As it evolves into what is to be, there needs to be continuous reminders of what it is not.

--Career education is not vocational education with a new name.

--Career education is not a new educational movement to replace or downgrade academic education.

--Career education is not a system bound to traditional school ages or grade levels.

--Career education is not a program to be limited to any one environment.

--Career education is not training for a single occupation.

--Career education is <u>not</u> a program for one educational population, e.g., the mentally retarded.

Handicapped children fit into the schema of career education as readily as any group and stand to gain from its offerings. Further, it is critical that such programming be provided. Those interested in their welfare, however, must move aggressively into the arena of career education development if there is to be a significant impact from the movement on the careers of the handicapped. To accomplish this, career education curricula must give equal consideration to the mutually important aspects of career development: attitudes, values and habits, human relationships, occupational information, and acquisition of job and daily living skills.

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FOLLOWING THE OVERVIEW OF CAREER EDUCATION, YOU WILL NEED TO DIVIDE YOUR AUDIENCE INTO ELEMENTARY AND SECONDARY GROUPS. YOU AND YOUR OTHER PRESENTERS CAN THEN PROCEED WITH THE APPROPRIATE SECTIONS.

AS NOTED EARLIER, YOU SHOULD BE IN SEPARATE ROOMS DUE TO THE ACTIVE NATURE OF THE NEXT PRESENTATIONS. BE SURE THAT YOUR PRESENTERS HAVE THE CORRECT TRANSPARENCIES.

CAREER EDUCATION FOR THE HANDICAPPED

ELEMENTARY LEVEL

CURRICULUM OBJECTIVES - ELEMENTARY

Patricia Sitlington

BACKGROUND INFORMATION

The main purpose of this session is to relate the career education model presented earlier today to the elementary-aged handicapped child at the primary and intermediate levels and to assist you in generating career education objectives appropriate for this age student. The most encompassing source of information on this topic is Clark's (1979) text on career education for the elementary handicapped. In his text, Clark lists additional references on each of the four component areas of his career education model. This reference can be consulted for more in-depth information on a particular area of the model.

It would also be helpful for you to become familiar with two commercially available sets of career education objectives presented in this session: (a) Instructional Based Appraisal System (IBAS): Career Education (Sitlington & Wimmer, 1977); and (b) Project PRICE (Brolin, 1978).

SESSION CONTENT

The objectives and outline for this session are contained in your Participant's Guide. As you can tell from this handout (H1), the main objectives of this session are: (a) to apply the career education model previously discussed to the elementary age handicapped child, (b) to help you generate career education objectives appropriate for this age student, and (c) to acquaint you with commercially available sources of career education objectives appropriate for the handicapped student at the elementary level.

RELATIONSHIP OF CAREER EDUCATION MODEL TO ELEMENTARY MODEL

In order to relate our activities to the overall career education model, let's look again at the model presented by

Dr. Clark in the overview session. As the model indicates,

PRESENT TRANSPARENCY 10

the four main component areas are: (a) values, attitudes, and habits; (b) human relationships; (c) occupational information, including occupational roles, occupational vocabulary, awareness of occupational alternatives, and familiarity with the realities of the world of work; and (d) acquisition of job and daily living skills.

In order to think how the elementary student in general, and the handicapped elementary student in particular, fit into this sequence, we need to examine the environments in which the primary or intermediate age child functions and the role the child plays in these environments. As a beginning we can

PRESENT TRANSPARENCY 12

think of the elementary child functioning in three environments: (a) home; (b) school; and (c) community. There are possibly other ways of breaking down the child's environments, but for this session, we will work under these classifications. Now, let's discuss what roles the elementary child plays in each of these environments.

AT THIS POINT, GUIDE A 5-10 MINUTE DISCUSSION ON THE ROLES RELATED TO EACH OF THOSE ENVIRONMENTS AND WRITE THE ROLES UNDER THE APPROPRIATE ENVIRONMENT ON THE OVERHEAD. WHEN YOU FINISH, YOU SHOULD HAVE ROLES RELATED TO THE FOLLOWING:

HOME: SON/DAUGHTER; BROTHER/SISTER; WORKER (UNPAID/PAID)
SCHOOL: LEARNER; CLASSMATE; SCHOOL HELPER
COMMUNITY: NEIGHBORHOOD CITIZEN; CITY CITIZEN; STATE CITIZEN; NEIGHBORHOOD WORKER (PAID/UNPAID)

GENERATING CAREER EDUCATION OBJECTIVES

Keeping in mind the roles and environments we have just discussed, we can now begin to generate career education objectives appropriate for the elementary aged handicapped student across the four components of Clark's (1978) model. You have

PRESENT TRANSPARENCY 13

a grid like this one in your Participant's Guide (H2). What we are going to do now is break into small groups and write objectives for the elementary student in each of their

environments corresponding to each of these components. You will then write down the objectives generated by your group and share them with the entire group when we reconvene.

FOR THE PURPOSE OF THIS 15-30 MINUTE ACTIVITY, BREAK THE GROUP INTO SUBGROUPS OF 3-5 PEOPLE. ASSIGN EACH GROUP AN ENVIRONMENT AND HAVE THE GROUP GENERATE 1 OR 2 OBJECTIVES FOR EACH CAREER EDUCATION COMPONENT. IF YOU HAVE ENOUGH SUBGROUPS, YOU CAN ASSIGN THE SAME ENVIRONMENT TO TWO GROUPS, WITH EACH GROUP DOING DIFFERENT COMPONENTS. HAVE THE GROUPS MAKE THE OBJECTIVES SPECIFIC ENOUGH TO BE MEANINGFUL BUT DON'T DEMAND STRICT BEHAVIORAL OBJECTIVES.

WHEN YOU RECONVENE THE SUBGROUPS, HAVE THEM PRESENT AND DISCUSS THEIR OBJECTIVES. OTHERS IN THE GROUP CAN RECORD THE OBJECTIVES PRESENTED ON THE BLANK SHEETS (H3, H4, and H5) IN THE PARTICIPANT'S GUIDE.

Now that you have generated career education objectives of your own, let's see how they compare to some of the objectives in the commercially available systems.

SAMPLE OBJECTIVES FROM COMMERCIALLY AVAILABLE SOURCES ARE PROVIDED ON THE FOLLOWING THREE PAGES. POINT OUT EXISTING SIMILARITIES AND DIFFERENCES WITH OBJECTIVES GENERATED BY THE GROUP. YOU MAY PREFER TO MAKE AND USE TRANSPARENCIES OF H6 AND OF THE NEXT THREE PAGES TO AID IN YOUR DISCUSSION.

SOURCES OF COMMERCIALLY AVAILABLE CAREER EDUCATION OBJECTIVES

The objectives just presented were drawn from three commercial sources and grouped into appropriate environments and career education model components. The first of these sources is the text by Clark (1979) which lists sample objectives for each of the career education components for primary and intermediate handicapped. These objectives flow directly from the content discussed in each chapter of Clark's book.

The second source of objectives is derived from Project PRICE. This project identified 22 competencies and 102 objectives appropriate for the handicapped. A listing of these subcompetencies is contained in Handouts H6a through H6g in your Participant's Guide. It is strongly suggested that you consult the entire PRICE package, which has activities, materials, and objective criteria presented in Price Competency Units (PCUs).

SAMPLE OBJECTIVES FROM COMMERCIALLY AVAILABLE SYSTEMS

HOME - Son/Daughter
- Brother/Sister
- Worker (Unpaid/Paid)

Values, Attitudes, and Habits	- the student will be able to develop a weekly time schedule that allows adequate time for completing homework and recreational activities (IBAS) - the student will be able to keep track of his/her personal belongings and come to class with all necessary materials (IBAS)
Human Relationships	- the student will be able to respond appropriately to critical statements made by his/her brothers and sisters (PRICE) - the student will be able to respond appropriately to the authority of the person in charge of the home when the parents are absent.
Occupational Information	- the student will be able to give the correct name for the occupation of both his/her parents (or other appropriate adult figure (IBAS)
Acquisition of Job and Daily Living Skills	- the student should be able to use common cleaning products and equipment (PRICE) - the student demonstrates the ability to wash individual body parts and use a bathtub or shower (PRICE)

SAMPLE OBJECTIVES FROM COMMERCIALLY AVAILABLE SYSTEMS

SCHOOL - Learner
- Classmate
- School Helper

Values, Attitudes, and Habits	- students will demonstrate ability to analyze their own attitudes toward school and their current role as workers (Clark) - the student will be able to pick out which personal expressions and actions reflect positive or negative attitudes when the teacher or another student demonstrates a series of those expressions and actions (IBAS)
Human Relationships	- the student will be able to list three ways in which he/she is different from other students in the classroom (IBAS) - students will demonstrate an awareness of simple rules of courtesy, sharing, and cooperative play and work (Clark)
Occupational Information	- the student will demonstrate an understanding of how the skills being learned at school relate to skills needed at work (Clark) - the student will be able to appropriately identify the major duties of his/her job as a student (IBAS)
Acquisition of Job and Daily Living Skills	- the student should be able to perform a series of tasks in response to verbal instruction (PRICE) - the student should be able to identify reasons for good attendance and punctuality (PRICE)

SAMPLE OBJECTIVES FROM COMMERCIALLY AVAILABLE SYSTEMS

COMMUNITY - Neighborhood Citizen
- City Citizen
- State Citizen
- Neighborhood Worker (Paid/Unpaid)

Values, Attitudes, and Habits	- students will demonstrate behavior that reflects compliance with community standards (Clark) - students will demonstrate initiative in identifying and performing tasks needing to be done (Clark)
Human Relationships	- the student will be able to role play two situations showing types of behavior that could be accepted in the community, but not in the school and/or on the job (IBAS) - the student will be able to state the names of six people with whom he/she spends the most time (IBAS)
Occupational Information	- the student will demonstrate a knowledge of basic differences between the roles of paid and unpaid workers (Clark) - the student will be able to give the correct job title and cite at least one job related duty of persons within the community following visits to the classroom by these persons (IBAS)
Acquisition of Job and Daily Living Skills	- the student should be able to make correct change from both coins and bills (PRICE) - the student should be able to list basic pedestrian safety signs and procedures, e.g., crosswalks, pedestrian signals (PRICE)

A third source of career education objectives appropriate for the elementary handicapped student is the IBAS, Objective Cluster Bank (Sitlington & Wimmer, 1977). The instructional goals contained in the IBAS bank are geared for K-12 level handicapped. The goals presented in the handout (H6h through H6k) contained in your packet are those geared for the primary and intermediate aged handicapped student. In addition each of these goals is accompanied by five instructional objectives designed to help the student reach the specified goal.

Samples of all of these materials are available for your examination.

GIVE THE PARTICIPANTS SOME TIME TO REVIEW THESE DISPLAY MATERIALS.

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METHODS OF INSTRUCTION FOR CAREER EDUCATION CONTENT AT THE ELEMENTARY LEVEL

Gary M. Clark

(Presentation Option 1)

THE CONTENT TO BE PRESENTED ON THE TOPIC, METHODS OF INSTRUCTION FOR CAREER EDUCATION CONTENT AT THE ELEMENTARY LEVEL, CAN BE PRESENTED IN ONE OF TWO WAYS. FIRST, THE ACTUAL NARRATIVE PROVIDED IN THE INSTRUCTOR'S MANUAL CAN BE THE MEANS OF PRESENTING BASIC CAREER EDUCATION DELIVERY APPROACH ALTERNATIVES. SECOND, THE SAME BASIC INFORMATION IS PRESENTED IN A SLIDE-TAPE PRESENTATION DEVELOPED BY THE MIDWEST RETOOL CONSORTIUM (DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF KANSAS) ENTITLED "CAREER EDUCATION - HOW TO DO IT." THIS SLIDE-TAPE IS AVAILABLE ON FREE LOAN. ORDERING INSTRUCTIONS ARE ON PAGE 105 OF THE INSTRUCTOR'S MANUAL.

FOLLOWING THE INITIAL CONTENT PRESENTATION, BY WHATEVER METHOD - LECTURE OR MEDIA PACKAGE, THE INSTRUCTOR SHOULD INVOLVE THE AUDIENCE IN DISCUSSION AND/OR SMALL GROUP ACTIVITY TO ENSURE THAT THE BASIC CONTENT CAN BE GENERALIZED TO SPECIFIC EXAMPLES IN THEIR OWN EXPERIENCE OR AREA OF EXPERTISE. THE FOLLOWING ACTIVITIES AND MATERIALS ARE SUGGESTED FOR THIS PURPOSE (AFTER THE LECTURE OR MEDIA PACKAGE).

ELICITATION AND DISCUSSION OF INFUSION METHODS

Infusion is an important way to deliver career education content. Let us assume that a 4th grade or intermediate teacher wants to infuse career education concepts and skills into the regular subject areas of reading, language arts, math, and science. I would like for you to brainstorm in small groups on how this can be done. Divide yourselves into groups so that we have a group for each subject matter area for our hypothetical situation. In this case we need four groups.

WHEN THE TOTAL GROUP IS OVER 16-20, OTHER SUBJECT MATTER AREAS, e.g., SOCIAL STUDIES, MUSIC, ART, PHYSICAL EDUCATION, ETC. CAN BE ADDED.

You will use Handout 7 for your group. Quickly select a recorder for your group. *INSTRUCTOR THEN DESIGNATES SUBJECT AREA FOR EACH GROUP TO COVER.*

Now, using your worksheet, generate as many activities or materials that you can think of in *(INSTRUCTOR'S OPTION)*

minutes for each of the component areas of the model for your subject matter area. At the end of that time period we will consolidate our ideas.

AFTER THIS ACTIVITY, THE INSTRUCTOR CAN USE A TRANSPARENCY OF A BLANK WORKSHEET (T-14), ELICIT REPORTS FROM GROUPS, AND FILL IN APPROPRIATE SECTIONS. THE INSTRUCTOR SHOULD PROVIDE CLARIFICATION, COMMENTS, AND REINFORCEMENTS TO THE RESPONSES GIVEN. ANOTHER WAY TO DO THIS TO MAKE IT MOVE MORE QUICKLY IS TO PROVIDE ALL GROUP RECORDERS WITH TRANSPARENCIES OF THE BLANK WORKSHEET AND ACETATE MARKERS. WHEN THEY ARE ALL COMPLETE, ALL CAN BE PLACED ON THE OVERHEAD AT ONCE IN AN OVERLAY FASHION. THE PROJECTED IMAGE WILL BE A COMPLETED WORKSHEET.

THE INSTRUCTOR SHOULD SUMMARIZE OR CONCLUDE THE ACTIVITY WITH COMMENTS THAT STRESS THE INFINITE NUMBER OF WAYS TEACHERS AT ALL LEVELS CAN INFUSE CAREER EDUCATION CONCEPTS AND SKILLS INTO ACADEMIC AREAS. THE EXAMPLES GENERATED WERE SIMPLY TO STIMULATE THINKING.

A DISCUSSION OF SEPARATE PROGRAMMING OPTIONS WOULD ALSO BE A VALUABLE ACTIVITY. THIS CAN BE HANDLED IN VARIOUS WAYS, BUT IF IT FOLLOWS THE GROUP ACTIVITY ON INFUSION ACTIVITIES, IT WOULD BE EFFICIENT TO MAINTAIN THE SAME GROUPS AND FOLLOW A SIMILAR PROCEDURE. THE SAME WORKSHEET (H7) USED IN THE PREVIOUS ACTIVITY CAN BE USED AGAIN.

You can use the same procedure in preservice or inservice training for understanding separate programming alternatives as we did for infusion options. I am distributing another copy of the Handout 7 which we used before. Quickly select another recorder for the group.

The task this time is to generate examples of content areas or competencies that are critical enough to warrant some separate instruction. If you recall, the various separate programming options may differ according to grade level, degree of handicap, and instructional setting.

PRESENT TRANSPARENCY 19 SHOWING ADVANTAGES OF SEPARATE PROGRAMMING FOR CAREER EDUCATION INSTRUCTION.

To take these factors into account, I will assign each group a set of descriptors.

Group 1 *(POINT TO A GROUP)* - you generate options for separate programming with a primary regular class and resource room for mildly handicapped (EMH and LD) in mind.

Group 2 - you generate separate programming alternatives for moderately hearing impaired who are in some intermediate regular classes and a resource room.

Group 3 - you assume you are planning for a primary level class at a state school for the visually handicapped. Visual impairment is moderate to severe.

Group 4 - you plan for an intermediate level group of moderately to severely learning disabled students who are in some regular classes and a resource room.

Group 5 - you plan for a primary level special class of mildly (low EMH) retarded students and severely learning disabled students.

Group 6 - you plan for an intermediate level special class of hearing impaired students.

Group 7 - you plan for an intermediate level class of moderately to severely retarded students in a special class.

You have *(INSTRUCTOR'S OPTION)* minutes to generate some helpful examples of separate programming in each of the component areas of the worksheet (H7) for as many subject matter areas as you can cover. Some new subject matter content areas might need to be introduced. For example, speech and language training for the hearing impaired or mobility and orientation for the visually impaired should be treated as separate subjects. I will be circulating to assist you if you need it. Please begin.

DURING THE ACTIVITY THE INSTRUCTOR SHOULD MOVE FROM GROUP TO GROUP TO BE AVAILABLE FOR CLARIFICATION, STIMULATION OF IDEAS, AND ENCOURAGEMENT. SOME GROUPS MAY IMMEDIATELY GET BOGGED DOWN BECAUSE OF GROUP DYNAMICS OR LACK OF KNOWLEDGE OF CAREER DEVELOPMENT NEEDS AND/OR COMPETENCIES. THE INSTRUCTOR SHOULD TRY TO BE SENSITIVE TO SUCH SITUATIONS AS QUICKLY AS POSSIBLE AND MOVE TO PROVIDE THEM WITH DIRECTION.

AFTER THIS ACTIVITY, THE INSTRUCTOR CAN ASSUME THE FLOOR IN FRONT OF THE GROUP AND BY USING TRANSPARENCY 14 AS BEFORE ELICIT REPORTS FROM GROUPS AND FILL IN APPROPRIATE SECTIONS. THE INSTRUCTOR SHOULD FEEL FREE TO COMMENT, ELABORATE, CLARIFY, QUESTION, OR REINFORCE THE RESPONSES GIVEN.

SUMMARIZING AND CONCLUDING REMARKS SHOULD BE GIVEN BY THE INSTRUCTOR.

It is important to note that the alternatives generated are only a few examples of limitless possibilities. Systematic curriculum development can use this technique but must go far beyond this step to tough decision-making and dealing with the realities of changing any existing program.

METHODS OF INSTRUCTION FOR CAREER EDUCATION CONTENT AT THE ELEMENTARY LEVEL

Gary M. Clark

(Presentation Option 2)

ALTERNATE LECTURE/DISCUSSION IF SLIDE/TAPE IS NOT USED.

If one can accept the notions of what the function of career education for the handicapped should be, the question of form of implementation is an appropriate one to address at this point. There is no doubt that the models developed by Brolin and Kokaska (1979) and Clark (1979) present a clear focus on direction or function of career education that has implications for methods of implementation. However, they do not, in and of themselves, reflect how the models attempt to present some ideas for implementation.

Teachers are the implementors of any instructional program. What then are the tasks of the teacher in relation to implementing a career education program? Taking, for example, the Clark model presented earlier, the function of career education for the handicapped can by synthesized through the following list of tasks for teachers that reflect its purpose, direction, and content.

PRESENT TRANSPARENCY 15

1. Integrate, to the fullest extent possible, the assumptions of career education for the handicapped into their instructional activities.
2. Help pupils develop, clarify, and assimilate personally meaningful attitudes, habits, and values.
3. Help pupils develop and demonstrate behaviors reflecting positive human relationships.
4. Help pupils acquire information in occupational alternatives.
5. Help pupils acquire cognitive and psychomotor skills needed for or related to actual job and/or daily living performance.

6. Use or device methods and materials designed to help pupils understand and appreciate the career development implications of whatever subject matter is being taught.
7. Use career-oriented methods and materials in the instructional program, where appropriate, as one means of motivation for learning.

It is at this point that form or delivery can begin to be considered. Again, it is highly inappropriate to make any decisions regarding form or delivery approach until the decision and agreement on function (purpose/content) has been reached. But if there is that agreement on function, what then? Delivery of content can be selected from among

PRESENT TRANSPARENCY 16

three major curriculum approaches; infusion, separate programming, or a combination of infusion and separate programming and three basic educational environments; regular class, resource room, and self-contained special class.

Most professionals in special education are in fairly strong agreement regarding the nature of the major environmental or administrative arrangement options, i.e., regular class, resource center, and special class. While there are strong advocates for one particular alternative by some, there is increasing recognition of a need to have all three options available for a continuum of services. On the other hand, there is apparently not a very clear understanding of the nature of curriculum approaches in career education programming and the division lines are drawn sharply between advocates of infusion versus advocates of separate programming. For this reason the remainder of this discussion will focus on this problem area in career education delivery.

What is meant here by infusion, separate programming, and a combination approach? The following distinctions are made:

Infusion is an approach that incorporates or integrates career education concepts and skills into other subject matter

content, to make that content more motivating, more relevant, more clear, or more concrete. The primary learning objectives are, and remain in this approach, focused on the subject matter content. An example would be when an instructional objective in a science class focuses on the concept of toxicity, instructional activities can include learning about poisons found in the home. This presents a science concept in the context of a daily living skill.

Separate programming is an approach that separates career education concepts and skills from other subject matter to the extent that the career education concepts and skills are, and remain, the primary objectives for learning. While basic skill subjects or other subject matter content may be used as activities or means to reach the career education concept or skill objectives, they remain secondary to the primary objectives directed toward student attainment of career education concepts and skills. There are three basic types of separate programming. The first of these is Total Curriculum which is defined as; special career education curriculum with total focus on career education concepts and skills. The second example is Separate Courses which could be a year long course, such as "The Changing You"; semester long course, such as "Personal Development;" mini-course, such as a six or nine week course on a specific cluster of skills, like "Mobility" or "Know your Community." Unit Teaching is the third type of programming. This means five to ten units per year of instruction on career education concept(s) or skill(s), such as "Community Helpers," "Manners," "Who Am I?" or "Feelings and Emotions."

The selection of one curriculum approach to implement in a school program should be made with an understanding of some of the distinct advantages and disadvantages of its use. We will now discuss some of these advantages and disadvantages to aid in determining which approach should be used.

PRESENT TRANSPARENCY 17

INFUSION

Some of the possible advantages of infusing career education content into a traditional academic curriculum are:

1. Infusion makes abstract academic content more concrete, more relevant, and consequently, easier to learn.

2. Infusion increases the possibility for exposure of students to a wide range of career education concepts and skills, within the context of what schools are presently best prepared to do.

3. If infusion is operative in the entire educational program, there is some assurance that the content of the curricula in regular classes will be more appropriate for many handicapped children.

Some of the possible disadvantages of the infusion approach in delivering a comprehensive model of career education for the handicapped are:

PRESENT TRANSPARENCY 18

1. Infusion tends to take an "activities" approach. This means that career education activities are used to enhance the learning of concepts and skills of a basic subject matter area. The concepts and skills inherent in the activities related to career education are left to incidental learning.

2. Infusion does not lend itself to evaluation of achievement of the types or levels of learning one would desire for career education concepts or skills, because the evaluation focuses on the subject matter concepts and skills.

3. Infusion does not encourage, or in many cases permit, repetition of career development concepts and skills that are needed by many handicapped children for over-learning.

4. Infusion, as it is typically used, is not systematic enough such that there is any assurance that the scope and sequence of the desired concepts and skills are covered.

5. Infusion depends upon the willingness and ability of teachers to incorporate the concepts and skills of a comprehensive model into each of the basic academic skill areas. In essence, it is a voluntary commitment unless the school district

or building principal requires it, monitors it, and provides support in doing it through inservice training, materials, and resources.

SEPARATE PROGRAMMING

There are some distinct possible advantages for separate programming of a comprehensive career education model for the handicapped. Among these are some cited by Gibson (1972);

PRESENT TRANSPARENCY 19

1. Separate programming assures that concentrated attention will be given at some time during the year to the goals and objectives for career education for a given level.

2. Separate programming communicates to pupils the importance of career development.

3. Separate programming makes more of an impact and leads to more effective and efficient learning by being the focus of learning.

4. Separate programming offers an opportunity to "tie together" the various career development concepts and skills that pupils may have been exposed to over a period of time at home, in school, or the community.

5. Separate programming can serve as a motivating technique for upcoming basic subject matter content and experiences.

6. Separate programming typically increases the undertaking of special activities and the extensive use of community resources.

PRESENT TRANSPARENCY 20

As persuasive as these advantages for separate programming might be, there are some significant disadvantages. These include:

1. Separate programming adds to an already crowded, highly competitive curricular marketplace.

2. Separate programming as a separate course leads to specialization requiring that it be taught by someone with training in the area. Subject matter programming eventually leads to certification regulations.

3. Separate programming as a curriculum or subject matter course is difficult to implement without a well-developed, systematic, sequential curriculum guide or published curriculum series. Neither of these exist currently.

4. Separate programming of career education concepts and skills in a total curriculum or subject matter format would require some standardized achievement assessment instruments to assess the functioning level of students and provide data for effectiveness and instruction. These do not presently exist.

5. Separate programming of certain components of the comprehensive approach to career education presented earlier (T9) tends toward artificiality. That is, there are certain content areas relating to actual job or daily living skills that logically belong in basic subject matter instruction. Certain aspects of consumer education, for example, should be taught in math and social studies; certain aspects of human sexuality and body care should be taught in science or health; and, obviously, such critical job and daily living skills as reading, writing, spelling, and arithmetic should be taught separately at the elementary level.

6. Separate programming could become a type of tokenism which is intended to satisfy the advocates of career education, but effectively keep the academic areas "pure," by avoiding infusion.

One does not have to make a choice of unfusion or separate programming. Both can be used in a combined approach. Specifically, the combination of infusion and separate programming is an approach which purposefully uses both infusion and separate courses and/or unit teaching. This requires a high degree of planning, coordination, and cooperation to work effectively. Otherwise, there is likely to be redundancy or gaps in the scope and sequence planned. An example of this approach at the elementary level would be the use of infusion of career education content into reading, arithmetic, language arts, social studies, and science instruction through carefully

selected career education activities and materials to complement the objectives set for these subjects. In addition, there would be planned a systematic presentation of units of instruction (K-6) to focus on specific concepts and skills in career development. This might involve up to eight or ten units per year for each grade level.

The advantages of a combination approach are:

PRESENT TRANSPARENCY 21

1. A combination of infusion and some separate programming permits a balance between teaching critical academic skills (with career education content incorporated for application) and critical career education concepts and skills (with basic skills incorporated as problem-solving tools or aids to making certain job or daily living demands go easier).

2. A combination approach provides a compromise in the issues of adding to an over-crowded curriculum and poses less of a threat to subject matter specialists.

3. Combining the two approaches permits the teacher to be involved in the total education process by retaining responsibility for covering all critical areas, but without having to take on certain instructional goals personally.

4. Infusion and separate programming combined provide a unique opportunity to tie together more effectively the concepts and skills learned in both academic and career education instruction.

5. A combination of infusion and separate programming provides the handicapped pupil in the regular classroom the critical elements necessary for it to be a "responsive environment," and not a restrictive environment.

PRESENT TRANSPARENCY 22

Although there are some potential disadvantages of a combination approach, the major disadvantage is that there is no way to control the infusion aspect of it. A school district or building principal can prescribe certain teaching

units or courses to be taught separately and these can be monitored rather effectively. Infusion can be urged or encouraged, but there is no really effective way of determining whether it has been done appropriately or at all.

The strength of the arguments in favor of a combination of the infusion and separate programming approaches appears clear. If all handicapped students were alike in terms of degree of functioning level, the selection of the combined approach would be obvious. However, the severity of handicap is as an important consideration in curriculum approaches as it is in considering administrative arrangement options for providing the least restrictive environment. In addition, there may be some desirable differentiations in types of delivery based on grade level. Handout 8 (presented on the next page) reflects how these variables relate to one another to yield possible different curriculum approaches.

CONCLUSION

Delivering career education content in instructional programs for handicapped students is difficult. Uncertainty regarding purpose and content, complexities of approaches, environments, and administrative arrangements, and variability in severity of handicaps make the task for educators even more difficult. Knowing some alternatives and awareness of what the problems are should be the starting point. That is a concern for <u>function</u>. Once the function of career education for the handicapped is established, then some alternative <u>forms</u> of delivery can be developed.

RECOMMENDED APPROACHES TO DELIVERY OF CAREER EDUCATION INSTRUCTION BASED ON GRADE LEVEL, DEGREE OF HANDICAP, AND INSTRUCTIONAL SETTING AT THE ELEMENTARY LEVEL

	MILDLY HANDICAPPED K-3	MILDLY HANDICAPPED 4-6	MODERATELY TO SEVERELY HANDICAPPED* K-3	MODERATELY TO SEVERELY HANDICAPPED* 4-6
REGULAR CLASS OR RESOURCE ROOM	INFUSION AND UNIT TEACHING	INFUSION, UNIT TEACHING AND MINI-COURSES	INFUSION, UNIT TEACHING AND SEPARATE SUBJECTS (SEMESTER LONG)	INFUSION, UNIT TEACHING AND SEPARATE SUBJECTS (SEMESTER AND YEAR LONG)
SPECIAL CLASS	INFUSION, UNIT TEACHING, AND SEPARATE SUBJECTS (SEMESTER) LONG)	INFUSION, UNIT TEACHING, AND SEPARATE SUBJECTS (SEMESTER AND YEAR LONG)	TOTAL CURRICULUM	TOTAL CURRICULUM

*MODERATELY OR SEVERELY HANDICAPPED IN REGULAR GRADES OR RESOURCE ROOMS WILL MOST LIKELY BE VISUALLY HANDICAPPED, AUDITORIALLY HANDICAPPED, AND/OR LEARNING DISABLED PUPILS.

References

Brolin, D. E., & Kokaska, C. J. Career education for exceptional children and youth. Columbus, Ohio: Charles E. Merrill, 1979.

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MATERIALS SESSION - ELEMENTARY

Patricia Sitlington

THE MAIN AREAS OF EMPHASIS OF THIS SESSION ARE ON MAKING PARTICIPANTS AWARE OF CAREER EDUCATION MATERIALS, EVALUATION PROCEDURES APPROPRIATE FOR THESE MATERIALS, AND DISCRMINATORY TREATMENT OF THESE MATERIALS WHETHER IT BE WITH REGARD TO RACE, SEX, OR HANDICAPPING CONDITION. A BRIEF INTRODUCTION IS GIVEN TO THE OVERALL MATERIALS EVALUATION PROCESS AND A MAJOR PORTION IS DEVOTED TO THE AREA OF RACISM AND SEXISM AND THE ABSENCE OF THE HANDICAPPED IN CAREER EDUCATION MATERIALS

DIANE WIMMER (1980) PRESENTED A GREAT DEAL OF INFORMATION ON THE DISCRIMINATION TOPIC IN HER CHAPTER IN THE MIDWEST RETOOL DOCUMENT ENTITLED "SELECTED ISSUES IN THE UTILIZATION OF CAREER EDUCATION MATERIALS WITH HANDICAPPED STUDENTS." THE EDUCATIONAL PRODUCTS INFORMATION EXCHANGE INSTITUTE (EPIE, 1975) HAS ALSO DONE EXTENSIVE WORK IN THIS AREA. BOTH OF THESE WORKS ARE SUITABLE FOR BACKGROUND INFORMATION.

SESSION CONTENT

The main areas to be examined in evaluating career education materials are the same areas usually considered in evaluating any instructional materials, depending on whether it is a superficial examination, evaluation for possible adoption, or consideration for adaptation for the handicapped. It is not the purpose of this session to cover the entire evaluation process in depth, since we realize that most of you are already skilled in evaluating instructional materials. Two sample evaluation formats, however, are provided in the Participant's Guide. Please turn to Handouts 9 and 10.

Handout 9 is adapted from one prepared by the EPIE Institute (1975). As can be seen from the outline, this form is divided into four major areas: (a) the producer; (b) instructional design; (c) evidence of effectiveness; and (d) overall assessment and recommendations. The second materials assessment, Handout 10, presents a systematic assessment process designed specifically to evaluate career education materials. Please note that neither instrument is presented in its total form. Excerpts have been used.

IT MAY BE APPROPRIATE, AT THIS TIME, TO PROVIDE YOUR PARTICIPANTS WITH AN OPPORTUNITY TO READ THROUGH BOTH EVALUATION HANDOUTS AND DISCUSS THEM OR RAISE QUESTIONS AS NEEDED.

EVALUATING CAREER EDUCATION MATERIALS FOR RACIST CONTENT

The concept of racial bias is a concern in itself, but that concern is magnified for those working with the handicapped since a high percentage of handicapped are minority children. The Educational Product Information Exchange subcontracted with the Council on Interracial Books for Children (CIBC) to examine a randomly selected sample of 100 career education materials to determine the extent of racism present. The materials examined included books and other printed material, films, filmstrips, cassettes, and records, and dealt with topics including specific occupations, career guidance, teacher and counselor guidance, work ethics, and the changing world of work.

Diane Wimmer (1980) has summarized the results of the CIBC study and they are presented in Handouts 11 and 12.

THE PARTICIPANTS WILL NEED TIME TO READ AND REACT TO THESE MATERIALS.

In order to facilitate review of these materials the CIBC developed the Checklist for Reviewing Career Education Materials for Racist Content, which is Handout 13. This checklist allows for evaluation of materials from both a visual and content analysis in terms of both overt and covert factors. Along with providing a recording instrument for observations, this checklist also serves as a vehicle for guiding the observation of the evaluation.

EVALUATING CAREER EDUCATION MATERIALS FOR SEXISM

In the age of the ERA and the women's rights movement, the issue of sex stereotyping in any instructional material has attracted additional attention. The presence of sexism in career education materials is particularly important, if both men and women are to have equal access to the wide range of available occupations. This area is also of concern to those of us working with the handicapped in view of the

findings of Pat Cegelka (1976) that secondary work experience programs have succeeded in enhancing the employability of male handicapped to some degree but have done little to alter the adult adjustment patterns of the female handicapped.

In 1975 EPIE subcontracted with Women on Words and Images (WOWI) to investigate the extent to which sex-role stereotyping was present in a randomly selected subsample of 84 career education instructional materials for K-12 and post-secondary students.

PRESENT TRANSPARENCY 23

The results of the study showed that there were a nearly equal number of occupations presented in elementary as in secondary level materials. The results also show that there was a nearly five-to-two ratio of male-to-female occupations presented in both levels. Illustrations were also examined in the WOWI study. As can be seen in the circle diagram, of the 9456 illustrations counted, males were seen in 68% and females in only 32%.

Clearly, sex-stereotyping is present for both males and females in elementary career education materials and those of us working with the handicapped should be aware of this presence. A guideline that can be used by students in reacting to career education materials or by professionals in evaluating such materials for sexism is Handout 14. This checklist presents many areas which deserve your attention.

INCLUSION OF THE HANDICAPPED IN CAREER EDUCATION MATERIALS

The area of racism and sexism in career education materials are issues in themselves to special educators, but they also provide an observation set for the area of inclusion of the handicapped in such materials. Just as the absence of minorities in illustrations or male or female dominant vocabulary can send a covert but clear message to the minority or male or female student, the absence of handicapped persons in illustrations or reference to handicapping conditions in the text can establish low expectations in the handicapped elementary student.

For the purpose of this session, an observation guide has been compiled to help in the analysis of career education materials with regard to the presence of handicapped. Handout 15 provides you with this guide. This guide should heighten your awareness in this important area.

EVALUATION AND REVIEW OF ELEMENTARY LEVEL CAREER EDUCATION MATERIALS

Now that we have discussed the extent of race and sex stereotyping and the absence of handicapped in elementary career education materials, let's examine some actual materials and gather some data on our own.

DIVIDE YOUR PARTICIPANTS INTO GROUPS OF 4 OR 5 AND DIRECT THE GROUPS TO EVALUATE A GIVEN ELEMENTARY LEVEL CAREER EDUCATION MATERIAL, USING HANDOUTS 9, 10, 13, 14 AND 15. HAND EACH GROUP A PRE-SELECTED CAREER EDUCATION MATERIAL(S) TO REVIEW. ENCOURAGE EACH GROUP TO THOROUGHLY DISCUSS THE DISTRIBUTED MATERIAL(S) USING THE LISTED HANDOUTS AS GUIDES. ALLOW SOME TIME TO BRING THE GROUPS BACK TOGETHER AND HAVE A SHARING SESSION ON THEIR FINDINGS.

OVERVIEW OF MATERIALS DISPLAYED

As we are ending this session, your attention should be called to the display of elementary level career education materials. Inclusion of materials in this display does not indicate that they are free from racism, sexism, or "handicapism;" it merely means that they are currently available and used in the field. A list of these materials is included in your Participant's Guide. Additional materials appropriate for the elementary handicapped student are included and clearly classified in Clark's (1979) book.

It is interesting to note that many new and interesting career education materials suitable for handicapped students have recently been published and are available commercially. Many publishers seem to be aware of our needs in this area and are responding with the development of materials both for teachers and pupils. Some of these materials are on display today. You are encouraged to continue to tell publishers of our needs for good career education materials for handicapped students. Please take some time now to examine those materials which we have provided.

A DISPLAY OF CAREER EDUCATION MATERIALS FOR ELEMENTARY LEVEL HANDICAPPED PUPILS SHOULD BE PROVIDED. YOU MAY CHOOSE TO BORROW OR PURCHASE THESE ITEMS FROM PUBLISHERS OR LOCATE THEM THROUGH SCHOOL RESOURCE AGENCIES. APPENDIX D PROVIDES A LIST OF AVAILABLE MATERIALS WITH PUBLISHERS AND THEIR ADDRESSES. TIME NEEDS TO BE ALLOWED FOR THE PARTICIPANTS TO REVIEW YOUR DISPLAY.

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CAREER EDUCATION FOR THE HANDICAPPED

SECONDARY LEVEL

CURRICULUM OBJECTIVES - SECONDARY

Gary Meers and Diane Budd

The purpose of this session is to present information concerning career education for secondary level handicapped youth. Secondary level career education goals, objectives, and competencies will be addressed.

Earlier in this Institute you had an opportunity to review a variety of career education models and definitions. As we discussed, the career education needs for secondary students should relate to the definition of career education as suggested by Kenneth Hoyt (1974). He defined career education as:

> The totality of experience through which one learns about and prepares to engage in work as part of her or his way of living. (p. 1)

This definition is based on Hoyt's discussions of "career" and of "education" which state that "career" is the totality of work done in a lifetime (beginning in the early years and continuing through retirement years) and "education" as the totality of experiences through which one learns, including more than formal education (Clark, 1979).

Career education for the secondary level handicapped student involves assisting youth in acquiring the skills and knowledge necessary to live as independently as possible. The generic areas covered by this broad approach to career education include career preparation related to the areas of the home, community, and work place.

Because career education encompasses so many of the skills necessary for success in the student's environment there are many goals, competencies, and objectives suitable for the curriculum of the secondary level handicapped student.

PRESENT TRANSPARENCY 24

The curriculum model developed by Gary Clark, presented earlier in the Overview of Career Education, contains four main curriculum areas: (1) values, attitudes, and habits, (2) human relationships, (3) occupational information, and (4) acquisition of job and daily living skills. These four components encompass a multitude of subcomponents that relate to the three environments of home, community, and work place.

Another curriculum model was developed from the information gleaned from Project PRICE by Donn Brolin (1978). This model, as you will recall, lists 22 life skill competencies, and from these 22 another 102 subcompetencies, which have been divided into three categories. These categories include: (1) daily living skills *(PRESENT TRANSPARENCY 6)*, (2) personal-social skills*(PRESENT TRANSPARENCY 7)*, and (3) occupational guidance and preparation *(PRESENT TRANSPARENCY 8)*. As you can see, these categories also contain the competencies needed to successfully live in the three environments of home, community, and work place. For instance, within the category of daily living skills are such competencies as Managing Family Finances, Buying and Preparing Food, and Utilizing Recreation and Leisure Time. Personal-Social Skills encompass such competencies as Acquiring Self-Confidence, Achieving Independence, and Communicating. Occupational Guidance and Preparation is composed of competencies such as Exhibiting Appropriate Work Habits and Behavior and Obtaining a Specific Occupational Skill. These skills are appropriate at all levels of secondary education instruction. These skills may be further utilized by the secondary teacher by developing them into goals and objectives for particular secondary level handicapped students.

PRESENT TRANSPARENCY 25

A third comprehensive curriculum was developed by Edward L. Meyen and is contained in the Instructional Based Appraisal System (IBAS): Career Objectives for the Secondary Level (1979). This resource provides four curriculum areas: Self, Work, Leisure, and Resources. Each one of these areas was divided

into subareas. Self, for instance, includes two domains, (1) Values, Habits, and Attitudes and (2) Human Relationships. The area of Work is composed of (1) Occupational Information and (2) Skill Acquisition. Leisure contains the subareas of (1) Concept and Role of Leisure, (2) Personal/Quiet Activity Skill Development, and (3) Interpersonal/Active Activity Skill Development. The final curriculum area, Resources, deals with awareness of resources within the home, school, and community.

Any of these three models *(CLARK, BROLIN, AND MEYEN)* provide appropriate content for curriculum for the career education needs of secondary level handicapped students. Let's look at examples of curriculum goals and objectives for both junior high school and senior high school handicapped youth.

JUNIOR HIGH SCHOOL CAREER EDUCATION

Before students can made realistic decisions concerning occupational choice, they must have occupational information and job exploration. These curriculum components can be presented to the junior high school student in many different ways. The junior high school student has probably been exposed to a variety of occupations during the elementary years. This exposure may have afforded a general knowledge of various occupations. The student now needs to know the specific requirements, or the realities of the job. For instance a student may have seen the glamorous side of being an airline attendant. The student also needs exposure to the pressures of the job related to scheduling, layovers, traveling, and serving the public. The student should be aware of the education and training requirements of the job and the personality characteristics that are also often required.

The student can acquire this realistic picture by interviewing an employee and by asking questions about the responsibilities and duties required of a certain occupation. Another technique for gathering this information is by job shadowing. Job shadowing involves a student's following an employee on-the-job to observe exactly what the worker does during a typical

work day or week. These activities provide a practical knowledge base of occupations and specific positions.

SENIOR HIGH SCHOOL CAREER EDUCATION

Career education for senior high school students is centered around occupational preparation. By the time the students arrive in senior high they should have a realistic picture of several occupations of interest and begin training to prepare for entry in one of those occupations. The senior high school teacher can provide training activities which include the various skills required for specific occupations. For example, the teacher may train students in the various competencies needed for an occupation. After attaining proficiency at actual job requirements, the student is ready to attempt real employment. The senior high school teacher may place a trained student in a part-time position so that the student may still remain in school at least a portion of each day. This method (e.g., cooperative or work-study) provides a comprehensive way to give occupational preparation. Students begin to understand such job aspects as remuneration, benefits, social requirements, tax deductions, and many others.

NOW DIRECT YOUR PARTICIPANTS TO BREAK INTO GROUPS OF APPROXIMATELY FIVE PERSONS AND GIVE THE FOLLOWING DIRECTIONS:

> *"CONSIDER WHAT YOU BELIEVE TO BE SPECIFIC CAREER EDUCATION GOALS FOR HANDICAPPED PUPILS AT THE JUNIOR AND SENIOR HIGH LEVELS. IN YOUR GROUP TRY TO SEPARATELY LIST THOSE GOALS FOR BOTH LEVELS. USE HANDOUT 16 FOR THIS ACTIVITY."*

FOLLOWING THE GROUP ACTIVITY REQUEST THAT YOUR GROUPS PRESENT THEIR GOALS AND INTEGRATE THEM INTO THE LIST PROVIDED FOR YOUR USE BELOW AND ON THE NEXT TWO PAGES.

THE SPECIFIC GOALS FOR A JUNIOR HIGH HANDICAPPED YOUTH CAREER EDUCATION PROGRAM MIGHT BE:

1. *EXPOSE STUDENTS TO A WIDE RANGE OF OCCUPATIONS THROUGH EXPLORATION OF CLUSTERS. THE USOE HAS CATEGORIZED ALL OCCUPATIONS INTO 15 MAJOR OCCUPATIONAL GROUPS. THROUGH EXPOSURE TO THESE CLUSTERS, STUDENTS HAVE THE OPPORTUNITY TO EXPLORE CAREERS THAT MAY BE NON-FAMILIAR TO THEM OR APPEAR TO BE INACCESSIBLE BECAUSE OF THEIR HANDICAP. THESE JUNIOR HIGH EXPLORATION EXPERIENCES MAY BE AS FAR RANGING AS THE INQUISITIVENESS OF THE STUDENTS AND THE IMAGINATION OF THE TEACHER.*

2. PROVIDE FOR "HANDS-ON" EXPERIENCES IN SIMULATED WORK ENVIRONMENTS. HANDICAPPED STUDENTS OFTEN HAVE BEEN RAISED IN AN ENVIRONMENT THAT DID NOT ALLOW THEM A WIDE RANGE OF "HANDS-ON" EXPERIENCES RELATED TO CAREERS. THE SIMULATED WORK ENVIRONMENTS WHERE STUDENTS CAN GAIN "HANDS-ON" EXPERIENCES CAN BE CONTRIVED IN A VARIETY OF WAYS. WORK SAMPLES MIGHT BE DEVELOPED WHERE THE STUDENT SORTS ITEMS ACCORDING TO SIZE, SHAPE, TEXTURE, AND COLOR. AN ASSEMBLY LINE MIGHT BE SET UP THAT REQUIRES THE STUDENT TO PERFORM A NUMBER OF TASKS IN SEQUENCE IN ORDER TO KEEP THE LINE FLOWING. MOCK-UPS OF A HOTEL ROOM OR A BUSINESS OFFICE IN WHICH THE STUDENTS COULD WORK IS ANOTHER POSSIBLE ALTERNATIVE. THE KEY TO THESE EXPERIENCES MUST BE THEIR TRANSFERENCE TO A REAL WORLD SETTING. THE STUDENTS MUST BE ABLE TO CLEARLY UNDERSTAND HOW THESE EXPERIENCES WILL HELP THEM LATER ON IN LIFE.

3. PROVIDE ROLE MODELS FROM THE COMMUNITY. MANY HANDICAPPED STUDENTS HAVEN'T HAD THE OPPORTUNITY TO KNOW SUCCESSFUL ADULT ROLE MODELS THAT HAVE EXPERIENCED LIKE KINDS OF HANDICAPPING CONDITIONS. INDIVIDUALS WHO HAVE DISABILITIES SHOULD BE INVITED TO COME TO THE SCHOOL AND SHARE THEIR WORK AND COMMUNITY EXPERIENCES. THESE INDIVIDUALS CAN SHOW THE KIND OF WORK THEY DO, HOW THEY MOVE ABOUT THE COMMUNITY, AND HOW THEY UTILIZE THEIR LEISURE TIME. THE STUDENTS THEN CAN GO OUT AND "SHADOW" OR VISIT THE ADULT ROLE MODELS IN THE COMMUNITY ENVIRONMENTS. THESE COMMUNITY EXPERIENCES WILL ALLOW THE STUDENTS TO SEE A MUCH LARGER EDUCATIONAL PICTURE THAN HAS BEEN DEPICTED IN THE PAST.

4. PROVIDE CAREER DEVELOPMENT INSTRUCTIONAL CENTERS FOR INDIVIDUALIZED LEARNING EXPERIENCES. THESE INSTRUCTIONAL CENTERS CONTAIN ALL TYPES OF CAREER INFORMATION AND SHOULD BE OFFERED IN A VARIETY OF MEDIA FORMS. THE INSTRUCTOR AND STUDENT CAN DEVELOP A CAREER PLAN THAT WOULD TAKE THE STUDENT THROUGH THE APPROPRIATE INSTRUCTIONAL SEQUENCES NECESSARY FOR CAREER KNOWLEDGE ACQUIREMENT.

5. PROVIDE EXTENSIVE CAREER GUIDANCE ACTIVITIES. A NUMBER OF INDIVIDUALS ARE NEEDED FOR THE SUCCESSFUL ATTAINMENT OF THIS GOAL. THE REGULAR CLASSROOM TEACHER, SPECIAL EDUCATION TEACHER, COUNSELORS, PARENTS, AND ANY OTHER INVOLVED PERSON CAN ASSIST IN THE DELIVERY OF INFORMATION AND ASSISTANCE THROUGH INSTRUCTION, CONVERSATION, OR PLANNED ACTIVITIES. CARE MUST BE GIVEN TO INSURE THAT CLEAR AND ACCURATE INFORMATION IS PRESENTED TO THE STUDENT. MANY TIMES CAREERS ARE MISREPRESENTED AS BEING GLAMOROUS, HIGH PAYING, AND THRILLING WHEN, IN FACT, THEY ARE NOT. OFTEN, THROUGH THE MEDIA, THE STUDENT HAS DEVELOPED THIS INACCURATE PICTURE AND IS DISAPPOINTED WHEN REALITY SHOWS ANOTHER PICTURE. CAREER GUIDANCE ALSO SHOULD BE GIVEN CONCERNING THE OTHER COMPONENTS OF ONE'S CAREER (i.e., THE CAREER IN THE COMMUNITY AND THE CAREER IN THE HOME).

6. CONTINUE DEVELOPMENT OF GOALS INITIATED AT THE ELEMENTARY LEVEL. IF BASIC COMPETENCIES IN ATTITUDES TOWARD WORK, SELF-AWARENESS, PROBLEM-SOLVING, AND PSYCHO-MOTOR SKILLS ARE UNDEVELOPED OR UNDERDEVELOPED, THESE SHOULD TAKE PRECEDENCE

OVER GOALS 1-5 UNTIL THEY ARE ATTAINED. SINCE THE ULTIMATE GOAL OF ANY CAREER PROGRAM IS FOR THE STUDENT TO ACHIEVE THE HIGHEST DEGREE OF INDEPENDENCE AND SELF-SUFFICIENCY POSSIBLE, GOAL NUMBER 6 CONCERNING BASIC SKILLS CANNOT BE REINFORCED TOO MUCH. THESE COMPETENCIES MUST BE ACHIEVED BEFORE PROGRESS CAN BE MADE TOWARD THE ATTAINMENT OF THE OTHER FIVE GOALS APPROPRIATE FOR THE SENIOR HIGH LEVEL.

SENIOR HIGH SCHOOL CAREER EDUCATION

CAREER EDUCATION FOR SENIOR HIGH STUDENTS IS FOCUSED UPON PREPARATION. THE STUDENTS SHOULD WORK THROUGH A SERIES OF TRAINING ACTIVITIES THAT WILL PREPARE THEM FOR GAINFUL EMPLOYMENT AND COMMUNITY PARTICIPATION. SUGGESTED GOALS FOR A SENIOR HIGH CAREER EDUCATION PROGRAM FOR HANDICAPPED YOUTH ARE:

1. PROVIDE STUDENTS WITH ACTIVITIES THAT UNIFY BASIC SUBJECT AREAS WITH CAREER DEVELOPMENT CONCEPTS AND ADULT LIVING SKILLS. IT IS VITAL THAT STUDENTS RECEIVE A COORDINATED PROGRAM THROUGHOUT THE SCHOOL DAY THAT GIVES THE NECESSARY SURVIVAL AND COPING SKILLS THAT WILL ENABLE THEM TO PARTICIPATE IN THE WORK AND COMMUNITY SETTING.

2. PROVIDE ALL STUDENTS WITH INTENSIVE PREPARATION IN A SELECTED OCCUPATIONAL CLUSTER OR IN A SPECIFIC JOB IN PREPARATION FOR JOB ENTRY AND/OR FURTHER TRAINING. THIS GOAL IS ESSENTIAL IN TERMS OF THE SCHOOL FULFILLING ITS OBLIGATION OF PREPARING STUDENTS TO ENTER AND FUNCTION IN SOCIETY THROUGHOUT AN INDIVIDUAL'S LIFETIME.

3. PROVIDE EXTENSIVE GUIDANCE AND COUNSELING SERVICES FOR ALL STUDENTS. AT THIS POINT THE GUIDANCE AND COUNSELING SERVICES OFFERED TO SENIOR HIGH HANDICAPPED STUDENTS TAKES ON INCREASED IMPORTANCE. FOR MANY STUDENTS THIS WILL BE THE LAST OPPORTUNITY TO RECEIVE COMPREHENSIVE COUNSELING SERVICE PRIOR TO GOING INTO THE COMMUNITY SETTING.

4. PROVIDE PLACEMENT ASSISTANCE SERVICES FOR ALL STUDENTS. STUDENTS NEED A SUPPORT SYSTEM FOR MOVEMENT FROM THE SCHOOL TO WORK SETTING. A COMPREHENSIVE PLACEMENT PROGRAM PROVIDES FOR THIS NEED.

The goals which you have just considered in your groups, and which we have just discussed, lay the foundation for the development of a comprehensive career education program for secondary handicapped students. We will now present methods of implementation.

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METHODS OF INSTRUCTION FOR CAREER EDUCATION CONTENT AT THE SECONDARY LEVEL

Gary D. Meers and Stuart E. Schwartz

The purpose of this session is to provide information (1) concerning various methods of career education implementation and (2) a sample six-step implementation plan that has already been used with success. You will be participating in brainstorming activities relating to the six steps of this model.

METHODS OF IMPLEMENTATION

The selection of a method of presentation is a vital part of an implementation plan. There are several methods available for implementing career education for handicapped youth. Most education for handicapped youth occurs in the regular classroom, the resource room, or the self-contained room.

PRESENT TRANSPARENCY 26

There are three major curriculum approaches for implementing career education into these classes, including infusion, separate programming, or a combination of infusion and separate programming.

Infusion incorporates or integrates career education concepts and skills into other subject matter content. Because this method makes the content more realistic and concrete it also makes the content more motivating and meaningful. The primary learning objectives are focused within content oriented subject matter.

For instance, the high school mathematics instructor can focus on basic subtraction and addition computations as these skills relate to correctly using and balancing a checkbook. The relationship between math skills and using a checking account enhance basic academics as the student sees the relationship between school work and the real world. This sort of activity redirects traditional curriculum, which is usually totally content based, to one which is more process based.

Clearly one of the advantages of infusion is that this method helps make academic content more meaningful to the secondary student. This method also provides many opportunities to introduce career education concepts in the various content courses offered to handicapped youth. Infusion also allows the secondary teacher to apply career education concepts within the already existing curriculum. One of the major disadvantages of infusion is that it is not systematic; in other words there is no way to ensure that every secondary teacher is incorporating appropriate career education concepts. Nor is there a school-wide systematic way to evaluate the concepts that have been taught.

The second method for implementing career education is separate programming. Separate programming involves separating career education concepts from other subject matter concepts. Subject matter is still taught, but is secondary to career education concepts. Separate programming includes total focus on career education objectives.

There are several methods of providing total career education curricula for the secondary handicapped student. One example is a year-long course. This course might be titled "Career Exploration" and investigate the competencies required for acquiring a career. Another method may be found in a semester long course such as "Consumer Education" which focuses on an important facet of career education. A third possibility could include a short course on "Finding a Job" or "Job Interviews."

Separate programming is advantageous since it concentrates on specific career education concepts and allows these to be evaluated. This approach also permits repetition of instruction. However, it may lead to a specialization requirement and perhaps even eventual certification. It is difficult to implement separate programming without a systematic sequential curriculum guide or published series, neither of which exist at this time (Clark, 1980).

A third approach combines infusion with separate programming in order to take advantage of the benefits of both. The major prerequisite for using the combination of infusion and separate programming is a great deal of organization. It would be easy, without organization, for these to overlap in certain areas or to miss key concepts. If organization and planning do exist, then this combination approach can help combine the academic content with the career education content. The choice of curriculum approach may depend on several factors including the needs and interests of the secondary handicapped students, the physical plant, the faculty, and the administration's position concerning career education.

A SAMPLE CAREER EDUCATION IMPLEMENTATION MODEL

PRESENT TRANSPARENCY 27

One career education implementation model, proved effective in secondary schools in Nebraska, Arizona, and Wyoming, follows six steps: (1) needs assessment, (2) goal setting and objective writing, (3) content selection, (4) method of presentation, (5) resource utilization, and (6) evaluation and analysis.

NEEDS ASSESSMENT

PRESENT HANDOUT 17

A careful analysis must be made to accurately identify already existing career components. This step involves the gathering of information regarding what career education services exist in the school system and community. It also includes the determination of what support activities or services need to be developed by the school to meet the needs of individual students. The teacher of handicapped students many times will be surprised at the career activities that are being conducted in the school and community that are very suitable for handicapped students' involvement. The teacher who is going to implement career education needs to develop

a list of these activities so that there is knowledge of currently operating options.

HANDOUT 17, STEP 1, CAN BE USED BY TEACHERS TO LIST THOSE CAREER COMPONENTS WHICH ALREADY EXIST.

Paralleling this collection of information about the career offerings already in place is the conducting of a needs assessment. The needs assessment could be conducted using two sources of information: the student and the school program.

There are a number of ways in which the teacher can assess the needs and interests of the students in order for a comprehensive career education program to be developed. One of these is the vocational interest assessment.

Vocational interest assessments fall into a number of categories based upon presentation modes and interests being surveyed. The easiest to administer is the paper and pencil form. The paper and pencil form requires more abstract thinking on the part of the student in order for the student to understand the information and responses that are being solicited. Before using an assessment device in this form, the teacher should check it for accuracy of information, reliability, validity, individuals upon which the norms were developed, and student ability to understand the questions either through reading or having them read aloud. The paper and pencil assessments should be used in combination with other assessment forms.

Another form that is used quite often in assessing student career needs is a manual dexterity test. A manual dexterity test focuses specifically on performance in such areas as fine and gross motor dexterity, use of tools, and speed and accuracy of performance. The teacher should again be reminded of checking the selected test for accuracy of directions, group upon which the test was normed, reliability, and validity.

Some of the most commonly used manual dexterity tests are the Bennett Hand Tool (Psychological Corporation),

Minnesota Rate of Manupulation (American Guidance Service), Minnesota Spatial Relations (American Guidance Service), Purdue Pegboard (Science Research Associates), and the Crawford Small Parts Dexterity Test (Psychological Corp.).

Commercially developed assessment systems are another form of needs assessment that has been given much attention in the past ten years. The common purpose that all of these assessments have is to put into one package a standardized "hands-on" evaluation system of work potential. The most commonly used of these commercial systems are as follows: MICRO-TOWER Work Samples, Comprehensive Occupational Assessment and Training System (COATS), Hester Evaluation System (HES), Philadelphia Jewish Employment and Vocational Service Work Samples (JEVS), Vocational Information and Evaluation Work Samples (VIEWS), Talent Assessment Program (TAP), Singer Vocational Evaluation System, and The VALPAR Component Work Sample Series.

These systems are quite comprehensive in their assessment components, although a major drawback is their high cost. Thus, a teacher needs to carefully weigh their effectiveness against cost to determine whether or not they should be used. Patricia Sitlington and Diane Wimmer published an article in 1978, entitled "Vocational Assessment Techniques for the Handicapped Adolescent" that helps to clarify many questions about vocational assessment.

After the teacher has selected an evaluation system or components of a system and has conducted the assessments of available resources and of students' needs then goal setting can take place.

STEP 2 OF HANDOUT 17 CAN BE USED BY TEACHERS TO ORGANIZE INFORMATION ABOUT STUDENTS' NEEDS, INTERESTS, AND ABILITIES.

GOAL SETTING AND OBJECTIVE WRITING

DISTRIBUTE HANDOUT 18

The first step in goal setting is to review already existing program goals to see if they reflect what the teacher wants

to do in the career education area. If they do, then the teacher is ready to go on to the objectives and review them; if not, the goals will need to be written to include career education.

A sample career education goal might be:

> "Each special needs student enrolled in the Basic Skills Program will explore selected career clusters during the first semester."

OBJECTIVE WRITING

We have already reviewed the Clark Model, Project PRICE, and the IBAS Career Education Cluster Objective Bank. The teachers you train will also develop additional objectives that are well suited to career education components. A sample objective for an individualized educational program might be:

> "Each sophomore special needs student enrolled in the Basic Skills Program will have completed two on-the-job interviews with individuals working in the school by the end of the first six weeks of school. These students will report on these interviews by writing a brief interview summary or by describing their experiences to the teacher."

The teacher now has a specific objective that will allow the goal to be accomplished as well as directions for carrying out the task at hand. This objective could well fit in the unit that is being taught on communication. Other unit objectives might focus on how to meet and greet people, what to say, etc. and the interview allows the student to practice these skills. Following this objective the next activity might require the student to use public transportation in order to interview a person working in a job in the community. In accomplishing these objectives, students are using many other basic skills such as reading, math, personal grooming, and communication.

In writing goals and objectives, care should be taken to not only focus on the work component of career education, but to also include the home and community components. All three of these components are interrelated and the goal and objectives will reflect this.

HANDOUT 18 PROVIDES TEACHERS WITH PRACTICE IN THE DEVELOPMENT OF GOALS AND OBJECTIVES WITHIN THOSE GOALS.

CONTENT SELECTION

The process of selecting career education content is one that should be exciting and challenging for the special needs teacher. Again the teacher needs to keep in mind that the criteria for content selection of general curriculum is the same for selection of career education content. Specifically, the teacher, based upon student needs and objectives should select content that deals with all three components of career education.

DISTRIBUTE HANDOUT 19

HANDOUT 19 CAN BE USED BY TEACHERS TO LIST CONTENT TO BE TAUGHT TO HANDICAPPED STUDENTS.

METHOD OF PRESENTATION

As we discussed earlier, there are several approaches to presentation including infusion, separate programming, or a combination of both. The method of presentation you choose can serve to make the introduction of career education an exciting new adventure. You need to think through the content you have selected and determine what possible forms of presentation can be used.

CONTINUING WITH HANDOUT 19, YOUR TRAINEES CAN SUGGEST METHODS OF PRESENTATION APPROPRIATE FOR THE CONTENT ALREADY LISTED.

A simple guide to use when selecting a method is to ask yourself the question, "Is there another way to present this information that is more informational and exciting?" The base for this kind of decision making is creative teaching. The imagination of teachers will be the only limit in selecting a presentation method.

RESOURCE UTILIZATION

REFER TO HANDOUT 19

Resource utilization is the reaching out and involving of any resources that can assist in presenting the career content to the students. These resources can include such things as instructional materials, resource personnel, and audio-visual materials.

TEACHERS CAN USE THE THIRD COLUMN OF HANDOUT 19 TO LIST RESOURCES WHICH WILL SUPPORT THE METHOD OF PRESENTATION ALREADY SELECTED.

AT THIS TIME CONDUCT A GROUP BRAINSTORM SESSION WHICH SOLICITS IDEAS FROM ALL PARTICIPANTS REGARDING POSSIBLE RESOURCES. THIS GROUP BRAINSTORM ACTIVITY SHOULD DEMONSTRATE THE BROAD RANGE OF POSSIBLE RESOURCES FROM THE SCHOOL AND COMMUNITY. NO HANDOUT IS REQUIRED FOR THIS ACTIVITY. THE INSTRUCTOR MAY WISH TO LIST IDEAS ON A CHALKBOARD OR OVERHEAD.

PROGRAM EVALUATION

DISTRIBUTE HANDOUT 20

Evaluation is the last step in this model of a career education program and one that requires much thought and involvement. Evaluation may be both formative and summative.

Formative evaluation may be conducted by collecting data throughout the time the career information is being presented. This formative data may be collected in a number of forms such as student participation, successful completion of career assignments, and subjective information such as narrative records of student progress as determined by teacher judgment. Through compiling of this data, the teacher can get a clear picture of student progress and program offerings. This form of evaluation can serve as a base for expanding the career content offerings or for redirecting the current offerings.

Summative evaluation comes at the conclusion of the course or program. This evaluation serves to place in perspective all that has occurred and provides the base for future programming. Since career education deals with not only knowledge, but also with values, attitudes, and habits as well, the need to keep subjective data is very important. This data will assist in program improvement and in future educational planning.

HANDOUT 20 GIVES TEACHERS THE OPPORTUNITY TO OUTLINE PLANS FOR FORMATIVE AND SUMMATIVE EVALUATION STRATEGIES.

SUMMARY

Career education is a comprehensive concept that has much to offer the secondary level handicapped learner. You, as a concerned, dedicated professional, can be the catalyst to bring about the opportunities needed by these students to become oriented to careers, explore careers, prepare for a career, and enter and succeed in careers. In addition, these students will be developing knowledge and attitudes about the totality of their life involving leisure time use, independent living, and personal development. The tool of delivery is career education and the manipulator of this tool is the teacher. The recipient of this wide range of information is the student who is seeking direction and knowledge from which meaningful and realistic life-directing decisions may be made. In order for all involved individuals to meet with success, career education must not be viewed within constraints but be viewed as an additional resource tool that enables all those involved to grow, decide, and to become a positive and contributing member of society.

References

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CAREER EDUCATION MATERIALS FOR THE SECONDARY LEVEL

Diane Budd

The purpose of this session is to present a sampling of the career education materials currently available for the secondary level handicapped student. You will be examining some of these materials in small groups and will be evaluating them for such criteria as effectiveness and appropriateness. Since evaluation is a subjective task we will be looking at several assessment forms that outline important considerations for judging career education materials for handicapped youth.

Publishers, following the lead of recent Federal legislation, have produced many new career related materials for regular and special education students at all instructional levels. There are many important areas to consider as we review these career education materials. One evaluation instrument was developed by the Educational Product Information Exchange (EPIE). Handout 9 in your Participant's Guide is adapted from the EPIE instrument and outlines the areas covered by the evaluation. As you can see, this form is divided into four major content areas: (a) the producer; (b) instructional design; (c) evidence of effectiveness; and (d) overall assessment and recommendations. These four areas are vital for comprehensive assessment.

A BRIEF DISCUSSION OF HANDOUT 9 AND ITS USE IN EVALUATING INSTRUCTIONAL MATERIALS WOULD BE APPROPRIATE AT THIS TIME.

Using this evaluation system, a randomly selected sample of career education materials was evaluated by EPIE. Diane Wimmer (1980) summarized the results of this study. Please look at Handouts 11 and 12 in your Participant's Guide.

ALLOW PARTICIPANTS SEVERAL MINUTES TO READ OVER HANDOUTS 11 AND 12.

Judging from the findings of this study, current career education materials reflect the following:

- Women are misrepresented or underrepresented in career education materials. Even in this age of the Equal Rights Amendment, women are underrepresented in occupational information. Women are also shown in passive or submissive roles while men are portrayed in positions of authority.

- Handicapped role models are not represented. Naturally this is a serious deficit since handicapped youth will relate to handicapped adults who are successfully functioning in an occupation.

- Minority people are not well represented. Non-white workers are often viewed as non-professionals or paraprofessionals while white workers are shown in professional positions. Apparently very few materials address the topic of potential racial discrimination or offer suggestions for dealing with it.

These misrepresentations are important to consider as we evaluate materials. Unequal illustrations of minorities, sex stereotyping and the absence of handicapped persons in materials can produce low expectations in the handicapped secondary level student.

Another consideration in the selection of career education materials is cost and practical hands-on use by the handicapped secondary student. At first glance, many excellent materials could appear cost prohibitive to teachers. However, if materials provide the necessary skill information or exercises, these may be well worth the cost. Many publishers allow the teacher to preview materials for a short length of time. This provides an excellent opportunity to evaluate materials prior to purchase.

SOME SCHOOL DISTRICTS INCLUDE AN AGENCY THAT LOANS MATERIALS TO TEACHERS SO THAT THEY CAN USE THESE IN THEIR CLASSROOMS AND EVALUATE THEIR EFFECTIVENESS PRIOR TO PURCHASE. YOU MAY REFER YOUR PARTICIPANTS TO THE APPROPRIATE AGENCY IN YOUR AREA/DISTRICT.

Other important considerations should be made relevant to the individual student's handicapping condition. Teachers are trained to individualize instructional objectives and techniques so it follows naturally that materials should also fit the individual needs and interests of students. For instance, materials for the mentally handicapped should be written at an appropriate reading level. These materials should also be on a concrete

rather than abstract level. Materials for the learning disabled might be best available in both audio and visual formats so the student can receive information in the most appropriate modality. The materials for the sight impaired might be adapted to large, dark print or three-dimensional models, and include audio format information. Naturally materials for the hearing impaired should include visual formats. Orthopedically impaired students may require a variety of accommodations ranging from accessible shelves to appropriately designed desks and work tables. These are just a few of the kinds of considerations the teacher must include in evaluating materials for the secondary level handicapped student.

Now that we have discussed some of the basic considerations relevant to evaluating career education materials, we will be examining some materials and gathering some data of our own. Please note Handouts 10a-n, 13, 14, and 15 in your Participant's Guide. These are excellent resources for evaluating materials and you may refer to these as we review materials today.

DIVIDE YOUR PARTICIPANTS INTO GROUPS OF FOUR OR FIVE AND DIRECT THE GROUPS TO EVALUATE A GIVEN SECONDARY LEVEL CAREER EDUCATION MATERIAL USING HANDOUT 21. HAND EACH GROUP PRE-SELECTED CAREER EDUCATION MATERIAL(S) TO REVIEW. ENCOURAGE EACH GROUP TO THOROUGHLY DISCUSS THE DISTRIBUTED MATERIAL(S) USING HANDOUTS 9, 10, 13-15 AS GUIDES. ALLOW SOME TIME TO BRING THE GROUPS BACK TOGETHER AND HAVE A SHARING TIME ON THEIR FINDINGS.

OVERVIEW OF MATERIALS DISPLAYED

As we are ending this session, please notice the secondary level career education materials display. Inclusion of these materials in our display does not guarantee that they are free of racial or sexual prejudice or that they are totally appropriate for the needs of every handicapped secondary level student. We have merely provided a sampling of the career education materials currently available from publishers. A list of these materials, the publishers, and their addresses adapted from a guide developed by the Florida Learning Resources System (Budd, 1979) is included in the Participant's Guide, Appendix D.

You are encouraged to contact publishers or their representatives and relate your own views of good career education materials

for the handicapped. Please take some time now to examine those materials which we have provided.

A DISPLAY OF CAREER EDUCATION MATERIALS FOR SECONDARY LEVEL HANDICAPPED PUPILS SHOULD BE PROVIDED. YOU MAY CHOOSE TO BORROW OR PURCHASE THESE ITEMS FROM PUBLISHERS OR LOCATE THEM THROUGH SCHOOL RESOURCE AGENCIES. APPENDIX D PROVIDES A LIST OF AVAILABLE MATERIALS WITH PUBLISHERS AND THEIR ADDRESSES. TIME NEEDS TO BE ALLOWED FOR THE PARTICIPANTS TO REVIEW YOUR DISPLAY.

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STRATEGIES

Strategies

THIS PORTION OF THE INSTRUCTOR'S MANUAL OFFERS THREE IMPORTANT SECTIONS. THE FIRST PRESENTS STRATEGIES FOR INTEGRATING CAREER EDUCATION INTO PRESERVICE AND INSERVICE TRAINING PROGRAMS. INSTITUTE REPLICATIONS SHOULD INCLUDE THIS CONTENT WHEN TEACHER EDUCATORS ARE THE INTENDED AUDIENCE.

SECTION TWO HAS MANY GENERAL BUT PRACTICAL IDEAS FOR INSTRUCTORS REGARDING THE PRESENTATION OF INSTITUTES OR WORKSHOPS. THE THIRD SECTION GIVES IDEAS FOR REPLICATION OPTIONS AND STRATEGIES. SECTIONS 2 AND 3 ARE NOT INTENDED AS CONTENT DURING REPLICATIONS. YOU ARE ENCOURAGED TO USE THIS CONTENT, HOWEVER, WHEN REPLICATION IS AIMED TOWARD THOSE WHO MAY BE TRAINING OTHERS.

STRATEGIES FOR INTEGRATING CAREER EDUCATION CONTENT INTO PRESERVICE AND INSERVICE TRAINING PROGRAMS

Gary M. Clark

This presentation is designed to offer you suggestions regarding the integration of career education content into preservice and inservice training. Please listen to these statements:

1. Integrating career education concepts into instructional programs for the handicapped at all age levels and for all types and degrees of disability is the goal of a growing number of advocates of career education for the handicapped.

2. Achievement of this goal is contingent upon the ability and willingness of educators to carry out some agreed upon plan of action to accomplish it.

3. The abilities and willingness demonstrated by educators to attempt any plan of action is the consequence of learned behaviors.

4. Learned behaviors are the result of formal and/or informal experiences which have occurred in the personal or professional lives of educators with enough frequency or intensity to establish them as conscious, rather than random, responses.

The logic paradigm just presented is admittedly oversimplified, but it is one which most teacher educators would accept. The premises underlying most teacher education programs are based on a similar logic but are generally focused on some other content area and/or some other population. It is this common logic base, however, that proponents of career education for the handicapped must draw on in presenting their case to those who must be a part of the goal of integrating career education concepts into all instructional programs in which the handicapped might be included.

If one can accept the logic paradigm suggested for teachers in public and private schools, it is difficult not to see the parallel in the problem of integrating career education concepts and delivery techniques into teacher education experiences. For example, listen to these statements:

1. Integrating career education concepts into personnel preparation programs focused on the handicapped at all age levels and all types and degrees of disability is the goal of a growing number of advocates of career education for the handicapped.

2. Achievement of this goal is contingent upon the ability and willingness of teacher educators and counselor educators to carry out some plan of action to accomplish it.

3. The abilities and willingness demonstrated by teacher and counselor educators to attempt any plan of action is the consequence of learned behaviors.

4. Learned behaviors are the result of formal and/or informal experiences which have occurred in the personal and professional lives of teacher and counselor educators with enough frequency or intensity to establish them as conscious, rather than random, responses.

The logic statements presented have used the terms "ability and willingness" as key factors in a teacher's or teacher/counselor educator's involvement in the integration of career education content into an instructional program. While it is possible that one might have the "ability" but not the "willingness," and vice versa, it is highly likely that each one of you has the willingness and sufficient ability. Any barriers relating to attitudes toward career education being an integral part of public or teacher education, or informational problems on the nature of career education, or concerns for curriculum priorities have probably been resolved.

Let us assume then, that professionals who accept the common goal for public schools and personnel preparation

programs of integrating career education content into their instructional programs need only one or both of the following things: a feasible plan of action and/or a reward system that will initiate and maintain the behaviors required to follow through on a plan of action. Each of these will be discussed as realistically as possible.

A PLAN OF ACTION

Happily, the parallel between the goals for integrating career education content in public schools and personnel preparation programs does not end there. There is also a comparable structure for achieving the goals. The position taken here [*AND IN OTHER PUBLICATIONS BY THE WRITER (Clark, 1979a; Clark, 1979b*] is that delivering career education content in any instructional program will be most effective if approached from a combination of infusion and separate programming. This is not to say that if a program does not have the personnel to do but one delivery approach or the other that its efforts will be ineffectual. It is merely viewed as the most ideal approach.

Any career education concept or methodology for teaching career education concepts and skills can be taught in a pre-service or inservice program through the direct, or separate programming, or through indirect or an infusion approach. The choice must be made on the basis of qualified staff, priorities in content, and the amount of time available for instruction.

QUALIFICATIONS OF STAFF. The qualifications needed for teaching career education content through infusion are basically minimal. Knowledge of what career education for the handicapped is, how it relates to basic academic and personal-social development, and some basic resources such as assessment instruments and instructional materials is sufficient. This knowledge should enable <u>any</u> teachers or counselor educators to infuse that information whenever possible into their major teaching areas. On the other

hand, specialized training or experience would be needed by instructors for in-depth coverage of curriculum development in career education concepts and skills (scope and sequence), assessment of career concepts and skills, adult adjustment of the handicapped, organization and administration of prevocational programs, and cooperative programming with vocational education and vocational rehabilitation. Specialized training for this level of sophistication is available at a few teacher education programs across the nation. However, a committed, aggressive professional can acquire a sufficient level of expertise to provide in-depth instruction through self-study, research, and participation in staff development institutes and/or conferences.

CONTENT PRIORITIES. The choice as to whether to teach certain career education content through infusion or separate programming is largely a matter of the needs of the target population. Certain types of career education, such as nature of and need for career education, should be considered as appropriate for all educators. Other types of content related to career education might be appropriate only for secondary level special education personnel, special needs vocational educators, or vocational rehabilitation or vocational guidance counselors. Whether the instruction should be infused or not hinges primarily on the priority of the content as it relates to the priority of needs for the preservice or inservice population.

TIME AVAILABLE FOR INSTRUCTION. Once needs of the population have been considered and staff qualifications have been determined, the final factor in choosing between infusion or separate programming is the amount of time available for instruction. In preservice settings, time can be viewed as an instructional block, such as an undergraduate block of 40 hours in education, or a special education major, or a master's degree program with a minimum requirement of 30 hours. In inservice instruction, time may be viewed from the number of hours or days of released time provided by the board of

education. In either case, the available time must be scheduled to make the most of the opportunity to meet the needs of those who are working or preparing to work with handicapped children and youth. The time available will affect the nature of the amount of emphasis given, the amount of material covered, the amount of student involvement in acquiring and/or applying information, and the amount of individualization that should occur. Keeping in mind that the basic difference between infusion and separate programming is the focus of the instructional objectives, one can see how time available for instruction is critical.

With the considerations just discussed as a basis for choosing between infusion and separate programming, what are some specific examples of each of these approaches?

Let us first consider the infusion approach. Assume an instructor is teaching an introductory course on exceptional children and educational programming is being discussed. Introduction of career education as a current educational concept and curriculum movement is highly appropriate in the context of individualized educational programs (IEPs).

In order for career education to become a more visible service alternative for handicapped students, teacher educators must influence those responsible for developing IEPs. This will not be an easy task. The time and effort required to develop and evaluate IEPs for every handicapped student sometimes forces IEP conference participants to take "the path of least resistance," such as, concentrating on areas for which there exist established curricula, evaluation procedure(s), and strong advocacy bases. Teacher educators must not only make these persons aware of the "what" of career education but also the "why" and especially the "how." Introducing content on the "what" and "why" of career education via readings, videotapes, handouts, and transparencies such as those presented at this Institute is one way of infusing career education into the primary instructional objective related to IEPs in an introductory course.

Later on in a student's preservice sequence, the instructional objective pertaining to IEPs will reappear in a methods course when specific procedures and strategies are discussed. Incorporating content related to the "how" of career education in the context of writing IEPs is another example of infusion. Brolin's Project PRICE sub-competencies (Refer to Handout 6) provide a listing on long-term goals which students may use while developing IEPs. Discussion of new career education models and practices in methods courses will also enhance the visibility of career education.

Teacher and counselor educators can help strengthen career education options also by emphasizing the values and uses of behaviorally stated objectives and criterion reference measurement in their assessment units in methods courses or in their separate assessment courses. Behavioral objectives and criterion referenced measurement represent effective means for career education to demonstrate accountability in instructional planning. Emphasis on these tools in preservice programs will help beginning teachers strengthen existing career education programs and design new ones.

Now, assume an instructor is presenting at a conference or inservice training session. If the topic, again, were issues, concerns, and strategies in developing IEPs, the same type of materials and activities used in preservice courses could be used. Inservice workshops represent a useful vehicle for demonstrating how career education experiences can be individualized to meet the needs of the handicapped. Inservice workshops also provide an opportunity to explain the concept and rationale of career education as well as how it can be individualized. Inservice workshops may allow teacher educators to influence all, or most, of the key IEP decision-makers in a district at the same time.

The degree of access one has to a large number of teachers who are not typically designated as career education teachers is important in considering the use of infusion, rather than

separate programming, because separate programming in the area of career education for the handicapped is more frequently than not an elective or optional matter. Advocates of career education should use every opportunity to infuse (some might even refer to it as "bootlegging") career education content and skills into the instruction being given on any related topic. This also "models" the infusion technique for preservice and inservice personnel so that they can see what techniques and procedures one might use in infusing career education concepts and skills into such areas as reading, math, and social studies instruction.

Examples of infusion, found in Handout 22, should illustrate this approach further.

Now, let's discuss the separate programming approach. Since separate programming can be provided through a single lecture, units of instruction, teaching "blocks," mini-courses, semester courses, a series or sequence of courses, or any learning activity structured to accomplish specific instructional goals, the choice of separate programming is a flexible one. It is usually the best choice when the specific needs of the learners are so great that the direct delivery option outweighs any disadvantage that might be faced. Some disadvantages are: additional cost, lengthening of instructional time, and/or personnel demands for specialized, in-depth instruction. The key issue is whether or not the learners can acquire and/or apply the concepts and skills needed to perform specialized career education functions through an infused approach or a direct instruction approach.

Some obvious career education functions that go beyond the role of a regular classroom teacher or a resource room teacher in career education instruction for the handicapped would be: career education curriculum coordinator, career/vocational assessment specialist, career/vocational counselor, work-study coordinator, special needs vocational educator, and self-contained special class teachers. These function roles ordinarily require direct and separate programming in order to

Infusion Ideas

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to identify learning and developmental needs of exceptional children and youth.	Inservice training session on behavioral objectives and criterion referenced assessment.	Have students list the 10 most important behaviors which the exceptional children and/or youth they work with should have when they leave them and then 10 years later. Present Project PRICE (Brolin, 1978) competencies on a transparency and have participants match their lists with it. Discuss agreements and disagreements on list.
	Unit on curriculum development in a course on methods of teaching exceptional children and youth.	Have students read and analyze various curriculum guides as to the types of objectives suggested. Have students read and critique the IBAS objective banks (Wimmer & White, 1977). Present in class an example of a PRICE Competency Unit (Brolin, 1978).
Student will be able to identify various assessment approaches with exceptional children and youth.	Inservice training on non-discriminatory assessment of exceptional children and youth.	Transparencies on available assessment approaches, including those used in career development. Handouts on examples of discriminatory and non-discriminatory assessment items in career development assessment.
	Course on assessment of exceptional children and youth.	Readings on assessment in the area of career development.

Infusion Ideas - Continued

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to teach a cognitive development concept or motor skill.	Inservice training session on teaching techniques.	Demonstration of teaching a motor task in daily living via task analysis. Observation of a teacher teaching a unit on values and attitudes.
	Student teaching or practicum course.	Have students demonstrate skill in teaching a concept lesson in use of money. Have student demonstrate skill in teaching an assembly task.

provide as much depth as is needed for adequate performance in those roles.

As one moves from a general education approach at the elementary school level to more specific educational options at the high school level, one could expect a movement from infusion as the primary delivery approach to separate programming as the primary approach. The same pattern would be expected in teacher and counselor education. As one moves through a basic teacher or counselor education program, infused content may be the most efficient and appropriate approach. When role specialization begins to occur, however, the direct approach is essential. Thus, it is appropriate to see such courses as the following appear in college catalogs:

Career Development for the Handicapped

Career/Vocational Assessment of the Handicapped

Implementing Prevocational Programs for the Handicapped

Adult Adjustment of the Handicapped

Curriculum Development for Self-Contained Classes

It is important to remember that separate courses in pre-service programs are not the only ways to provide direct instruction and that those in non-specialist roles can still benefit from direct separate programming through a lecture, demonstration, simulated activity, reading, or any learning activity where a career education concept or skill is the primary instructional objective.

PRESENT HANDOUT 23 AND DISCUSS WITH THE PARTICIPANTS ANY ADDITIONAL IDEAS WHICH THEY HAVE REGARDING SEPARATE PROGRAMMING DELIVERY ENVIRONMENTS AND ACTIVITIES.

From these examples in Handout 23 it is clear that separate programming can take various forms, depending upon the environment and needs of the group. The types of activities may be the same or similar to those used in the infusion approach. The difference lies in the nature of the instructional objectives and the expected outcomes.

Separate Programming Ideas

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to give a definition of career education.	Inservice training session on career development of the handicapped. Career/vocational planning unit in course on methods of teaching exceptional children and youth.	Lecture with transparency. Slide/tape presentation (Midwest RETOOL Consortium). Videotape on career education for the mildly and severely/multiply handicapped (Midwest RETOOL Consortium). Handouts of definitions.
	Course on career/vocational development of the handicapped.	Lecture with transparencies showing evolvement of definitions. Videotapes/Handouts/Readings
Student will be able to discuss or write on the extent to which adult handicapped persons are coping with their current lives as a result of their schooling.	Inservice training session on accountability in special education.	Presentations by former special education students who are now adults in the community. Films on adult adjustment.
	Course on career/vocational development of the handicapped.	Presentations by former special education students. Readings on adult adjustment of the handicapped. Assignment of a project involving a follow-up interview by students of one of their former students or of some designated student who is avilable. Sharing of these in class.
Student will be able to use informal assessment instruments in career development.	Inservice training sequence on career development assessment.	Handouts of example informal assessment instruments. Participants administer instruments to selves and/or others.
	Unit of instruction on career development assessment in a course on assessment of exceptional children and youth.	Handouts. Students administer instruments to selves, others, and/or volunteer handicapped individuals. Demonstration of administration of selected instruments.

Separate Programming Ideas - Continued

Example Content Objectives	Example Delivery Environments	Example Activities
	Course on assessment of career development in handicapped.	Readings. Handouts. Demonstration of administration of selected instruments. Self administration. Practice administrations with volunteer handicapped individuals. Students develop and/or revise appropriate assessment instruments for various handicapped populations by age, type of handicap, and degree of disability.

CONCLUSION

The information thus far has been an attempt to provide teachers or counselor educators with a plan of action to enhance their ability to integrate career education content into preservice and/or inservice instruction. Acquiring new knowledge and skills tends to result in an increased willingness to initiate behaviors that relate to the knowledge or skills. However, it is an established law of learning behavior that behaviors will not be maintained unless there is enough reward in their performance to continue them. It is at this point that the logic paradigm presented at the outset becomes troublesome.

It is a known fact that teacher or counselor behaviors in the public schools have long been affected by reward systems outside the control of teacher educators who have the responsibility for training them. Similarly, teacher and counselor educators operate under reward systems that vary their behaviors from what might be expected of them by students or even what they would prefer to do themselves. Unless those professionals involved in personnel preparation for roles with the handicapped have intrinsic reinforcers operating as they try to involve themselves in the integration of career education content, it may be very difficult to do so. Anyone who has attended this Institute probably has the intrinsic reinforcers needed. What about those colleagues who don't? The following suggestions might be helpful for reluctant colleagues:

1. Provide transparencies that can be used in their courses at appropriate times.

2. Provide readings for students in career education concept areas that can be covered without taking class time.

3. Provide lists of films, filmstrips, or videotapes that are good instructional aids for certain topics appropriate for their courses.

4. Provide simulated problems or classroom activities that meet their instructional objectives, yet incorporate career education concepts.

These suggestions imply that the "rewards" for reluctant colleagues lie in someone taking time and effort to do what they should do for themselves. This is unfortunate, but probably realistic. Hopefully, those who take on the added responsibility of assisting colleagues will get their rewards both now (intrinsically) and in the hereafter (extrinsically).

THIS PRESENTATION CONCLUDES THE MAIN BODY OF THE INSTITUTE. POSTTEST ACTIVITIES SHOULD NOW BE CONDUCTED FOLLOWED BY APPROPRIATE CLOSING ACTIVITIES.

References

Brolin, D. E. Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children, 1978.

Brolin, D. E., & Kokaska, C. J. Career education for handicapped children and youth. Columbus, Ohio: Charles E. Merrill, 1979.

Clark, G. M. Career education for the handicapped child in the elementary classroom. Denver, CO: Love, 1979. (a)

Clark, G. M. Delivering career education content in instructional programs for handicapped students. Unpublished manuscript presented at the CEC Topical Conference on Career Education for the Handicapped, St. Louis, Missouri, February 5-9, 1979. (b)

Midwest RETOOL Consortium. Audio-visual series on career education for the handicapped (Videotapes and slide/tape presentations), Department of Special Education, University of Kansas, Lawrence, Kansas.

Wimmer, D., & White, W. J. Pre vocational skills. In E. L. Meyen (Ed.), Instructional based appraisal system. Bellevue, WA: Edmark, 1976.

STRATEGIES FOR CONDUCTING WORKSHOPS

Gary Meers

THIS SECTION CONTAINS INFORMATION ABOUT HOW AND WHY WORKSHOPS SHOULD BE CONDUCTED. THIS SECTION IS NOT INTENDED FOR DELIVERY DURING YOUR INSTITUTE REPLICATION ACTIVITIES. IF, HOWEVER, YOU ARE CONDUCTING TRAINING WITH TEACHER EDUCATORS WHO MAY CONDUCT SIMILAR TRAINING AT A FUTURE TIME, WE SUGGEST THAT YOU INCLUDE THIS PORTION IN YOUR PROGRAM.

A presentation on how to conduct workshops must open with the premise that "teachers are human too." Many inservice activities are planned without any real reason or base other than there are two annual inservice days and for that reason alone, two inservice activities will be conducted each year. These inservice activities often degenerate into marathon lecture sessions without any regard to the participants' needs. Teachers are attuned to the unique needs and differences among students and yet workshop conductors often overlook this same principle when dealing with teachers. Teachers are unique individuals who need to have their needs met during inservice activities.

REASON FOR INSERVICE EDUCATION

When setting about the task of establishing an inservice effort, the following question should be asked: "What is the rationale or philosophical basis for the development of inservice education?" The responses will generally involve four major areas.

1. Research. There is a need to generate data that will reflect the changes that are needed in the particular inservice area.

2. Observation. There is a need for inservice training based upon the observations of the inservice facilitator.

3. Conviction and Belief. This base is established because there seems to be a need that inservicing can meet.

4. Need for Changes. The need for change is created through a combination of the previous three and is necessitated out of situations that demand correction or alteration.

Once the rationale or philosophical base has been established, more questions need to be asked, and these are:

1. What is the evidence of need for the inservice workshop?
2. What are the goals and objectives of the workshop?
3. What are resources, personnel, and material demands of the specific workshop?
4. What are the arrangements needed for successful implementation of the goals and objectives?
5. How will the inservice workshop be evaluated?

NEEDS ASSESSMENT

The needs assessment may involve three areas. The potential audience can be surveyed to see what they perceive as their needs. The second is the administrative need to inform teachers and other personnel of policy changes and legislative mandates. The third area concerns the perceived need by presenters or administrative personnel. This perceived need comes about as a result of observation, written communication, and verbal interaction.

GOALS AND OBJECTIVES

The goals and objectives should be:

- based on the needs assessment
- measurable; performance based
- limited in duration
- stated in advance to the group
- attainable

The goals and objectives should also be simple in wording and clear in structure. They should be written to clarify what is going to be done during the workshop.

RESOURCES FOR INSERVICE

The resources for the inservice are the delivery system, personnel, and materials.

The final delivery system selected should be based upon:

- size of group
- type of presentation
- location of activity
- background of participants

Each of these components must be surveyed carefully so that the maximum impacting system is selected.

The personnel selected to conduct the inservice workshop should possess the following characteristics in order for the activity to be a success.

- knowledge of the topic
- credibility with the group
- familiarity with the group
- presentation experience
- dynamic style

No workshop can be any stronger than the people who present it. So careful consideration of personnel is a necessity.

MATERIALS NEEDED

The materials needed for most workshops are:

- printed materials - goals, objectives, etc.
- pretests - posttests
- participant materials (handouts)
- outline of presentations and workshop schedule

ARRANGEMENTS FOR WORKSHOP

Additional factors critical for workshop success are the support arrangements. These include:

- human comforts
- audio-visual aids
- room arrangements

The human comforts are:

- hearing and lighting - workshop conductor should know where the controls are and how to adjust them.
- refreshments - these should be served whenever appropriate.

- parking - proper parking arrangements can serve to make any workshop a resounding success.
- name tags - these whould be made ahead of time, if possible, and should be in large print.
- written workshop outline - this should be given to participants upon registering so that they can quickly become familiar with workshop happenings. If a registration packet is given, the outline should be on top of all other materials.
- restrooms - the facilities should be pointed out and if at all possible, should be close to the meeting room.

The audio-visual aids should be:

- checked in advance.
- all those involved in presentations should know how to operate the equipment.
- the equipment should be placed so everyone can see and hear easily.

Room arrangements determine, as do human comforts, the atmosphere in which the workshop will be conducted. Often the workshop conductor is faced with unusual room settings in motels or hotels, and this is where advance site visits are important. When conducting a workshop for teachers, it is best to leave the school if at all possible. Neutral territory will do much to help make the workshop a success.

Specifics for room arrangements are:

- appropriate for the presentation style
- good comfort level
- convenient to other facilities
- located away from work and noisy areas

EVALUATION OF THE INSERVICE

In order for any workshop to be judged a success or failure, it must be evaluated. Evaluation can take many forms but basically it will focus on four major areas. These are:

- participant knowledge
- participant attitude

- participant change
- participant comfort

Evaluation of knowledge gained from the workshop can be acquired through pre and posttesting, reaction statements to perceived knowledge levels (pre-post), and observation by workshop facilitators. The participants' attitudes can be assessed through pre and posttesting with attitude scales, participant reaction forms to the workshop and observation by workshop facilitators. The change that occurs in participants can be evaluated through follow-up questionnaires, evidence of implementation and observation of changes.

Participant comfort is evaluated through the use of a checksheet about room arrangements, food, heating, cooling, etc. A sample checksheet, which is presented on the following two pages, should also contain a remarks section so that any special problems might be addressed.

THIS SECTION HAS ADDRESSED THE GENERAL STRATEGIES FOR CONDUCTING WORKSHOPS. THE SECTION WHICH FOLLOWS DEALS SPECIFICALLY WITH THE REPLICATION OF THE CAREER EDUCATION INSTITUTE.

THIS CHECKLIST SHOULD HELP INSURE THAT EVERYTHING NEEDED FOR WORKSHOP PLANNING AND PRESENTATIONS IS ACCOMPLISHED.

WORKSHOP CONDUCTOR CHECKSHEET

Notes:

1. Facilities:
   - ___ A. Room Secured _____
   - ___ B. Restrooms Convenient _____
   - ___ C. Chair Arrangements _____
   - ___ D. Table Set Up _____
2. Refreshments and/or Meals:
   - ___ A. Menu Selection _____
   - ___ B. Times Specified for Refreshments _____
   - ___ C. Refreshment Choices Given _____
3. Speakers:
   - ___ A. Presenter(s) Confirmed _____
   - ___ B. A Final Follow-up Made _____
   - ___ C. Travel Arrangements and Directions Finalized _____
4. Registration:
   - ___ A. Table Located in Front of Meeting Site _____
   - ___ B. Staff Appointed to Table _____
   - ___ C. Name Tags Completed _____
   - ___ D. Registration Packet Prepared _____
   - ___ E. Travel and Reimbursement Forms Included _____
5. Participant Materials:
   - ___ A. Handouts Printed _____
   - ___ B. Handouts Collated _____
   - ___ C. Handouts Distributed _____
6. Audio-Visual Aids
   - ___ A. Microphone _____
   - ___ B. Overhead Projector _____
   - ___ C. Slide Projector _____
   - ___ D. Tape Recorder _____
   - ___ E. Spare Parts and Bulbs _____

7. Parking:

___ A. Signs Posted _____

___ B. Information Shared through Correspondence _____

___ C. Announcements Made _____

8. Directions:

___ A. Signs Posted _____

___ B. Facility Staff Informed _____

___ C. Personnel Stationed _____

9. Miscellaneous:

___ A. Survival Box Packed _____

___ B. Back Up Materials Secured _____

___ C. Trouble Shooting _____

10. Checking Out:

___ A. Facility Payment Arranged _____

___ B. Materials Packed _____

___ C. Participants' Problems Solved _____

___ D. Follow-up Correspondence Arranged _____

STRATEGIES FOR REPLICATION OF THIS INSTITUTE

Stuart E. Schwartz

THIS SECTION IS NOT INTENDED FOR USE DURING REPLICATION ACTIVITIES. IT IS PRESENTED TO ASSIST YOU IN PLANNING FOR, DEVELOPING, AND PRESENTING THIS INSTITUTE, OR MODIFICATIONS OF IT, DURING FUTURE INSERVICE PROGRAMS WITH OTHER TEACHER EDUCATORS.

The presenters of this Institute, sponsored by Project RETOOL, have supported the position that career education must be a part of every teacher's training. The content presented should offer you much of the content which you will use during replication activities -- activities which you agreed to do when you registered for this Institute.

This presentation will give you suggestions, beyond those presented by Dr. Meers, specifically regarding replication of this Institute. I suggest that you modify these ideas as needed for use in your state or region.

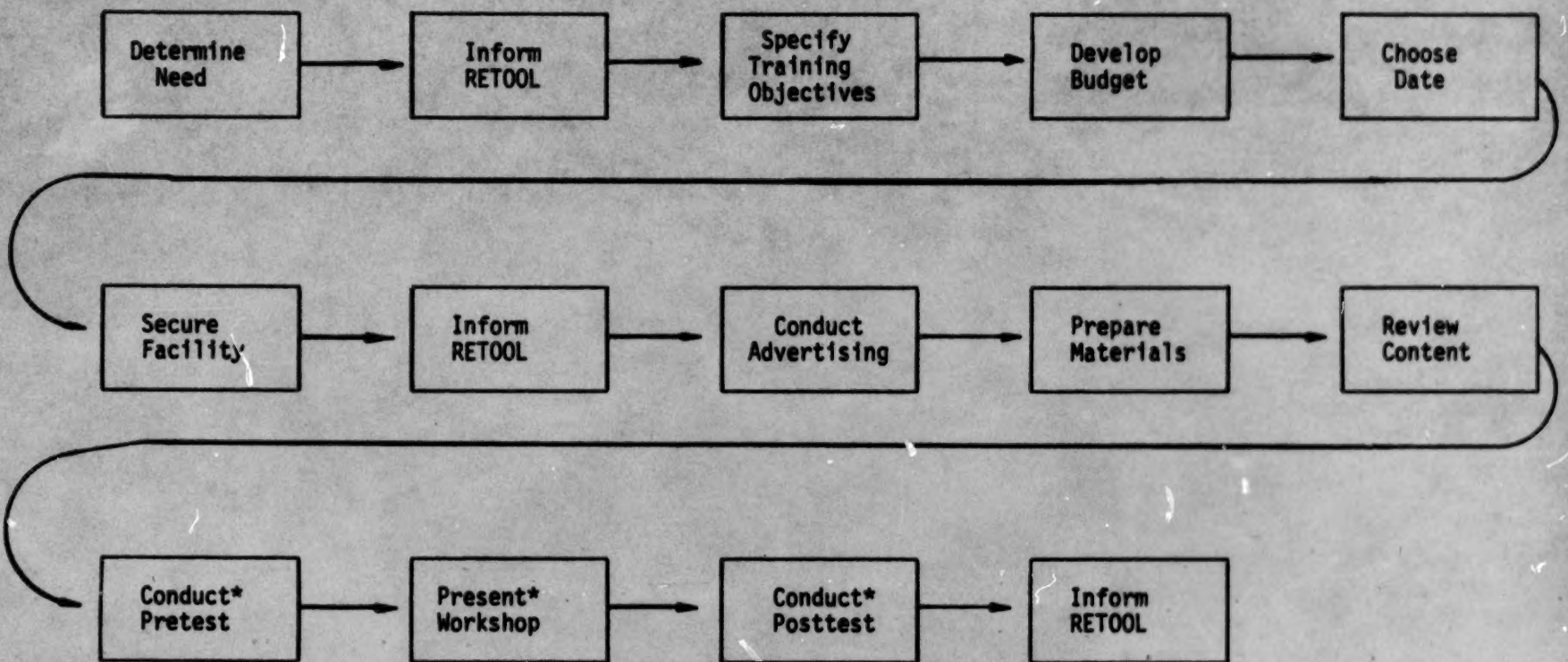
A FLOWCHART OF ACTIVITIES NEEDED FOR REPLICATION IS PRESENTED ON THE NEXT PAGE.

NEED AND OBJECTIVES

The establishment of the need for your career education inservice activities is very important for credibility purposes. Dr. Meers suggested a number of ideas on how to establish "need" and I suggest you utilize these guidelines. Dr. Heller's remarks regarding the attention being given to career education by the Bureau of Education for the Handicapped, should also be helpful.

You will need to establish clear objectives for your replication. The objectives you use will probably closely resemble those used here but you may need to make minor revisions in order to satisfy your local needs.

Flowchart of Activities



*During Replication

FUNDING

Funding of your replication may be necessary if your program is not part of an ongoing inservice or preservice teacher training program. You may need to consider such costs as:

typing
advertising
postage
telephone
meeting rooms
audio-visual equipment
duplication
notebooks
consulting fees
travel/per diem
transparency development

Your state or local education agency may be able to provide you with necessary support. Regional or state programs for inservice teacher education may be able to provide funds for the training of teacher educators. You may also consider the charging of a fee for participants. Whatever your method of funding be sure to plan for your costs well in advance.

LOGISTICS

You will next need to decide on the place, date, and time for your program. We naturally suggest that you consider the convenience of your participants and the availability of appropriate meeting space when you choose your training site. Be sure that the room you choose meets the criteria suggested by Dr. Meers and, at minimum, has the space and flexibility of today's facility. If you have a room which cannot be divided then separate breakout space will be needed if you split your group into elementary and secondary level sections.

Be sure that you indicate, well in advance, your setup needs to the person in charge of the facility. We suggest

small tables with movable chairs so that you can be flexible with your activities. A fixed seating auditorium would simply not be suitable. You need to also be able to control your temperature, lighting, and outside noise levels. Depending upon your space and audience size, consideration should be given to having a sound system. If food or coffee is served you will need to consider the time and place for these so that the food service does not disrupt your program.

ADVERTISING

In order to attract your audience you will need to advertise your program's objectives, activities, time, date, and place well in advance. A preregistration is suggested so that you know the size and makeup of the audience in advance. Announcements of your program may be made in state or local newsletters and journals or direct mailing may be utilized.

The materials used for advertising this Institute are included in Appendix A of the Instructor's Manual for your convenience. Other sample materials are also contained there.

CONTENT AND ACTIVITIES

We expect that you will find today's content and activities suitable for your use. You are encouraged to make any modifications necessary for your audience. You may also find that format changes are necessary if you have less or more time or if your delivery is offered in another style. The Instructor's Manual gives you the complete content of today's Institute and guidelines for all of the activities which were used.

You may wish to further prepare yourself and fellow presenters. Therefore we suggest that you review the professional materials listed in Appendix D prior to conducting your replication.

MATERIALS

The materials you will need for your replication include:

- Handouts
- Audio Visual Hardware
- Audio Visual Software
- Display Items

You should be prepared to distribute all of the handouts contained in the Participant's Manual. Substitute the preface contained in Appendix C of the Instructor's Guide, after it is revised to fit your situation, instead of the preface in your Participant's Manual. You will likewise need to make revisions to the agenda and title/staff pages as appropriate. Please be sure, however, that your participants know that your replication is part of a training program initiated by Project RETOOL, and that authors receive appropriate credit.

It would probably be wise to supply pencil and paper to your participants and to supply them with a list of local restaurants as needed. Orientation and welcome materials from the local area might also be provided.

Your audio visual hardware needs include:

2 overhead projectors
1 slide/tape unit (optional)
extension cords (as needed)
2 screens
1 sound system (as needed)

The audio visual software includes overhead transparencies and the optional slide/tape program for the elementary level section. The overhead transparencies included in Appendix B of the Instructor's Guide can be made directly from the provided masters with the use of a thermofax machine. Professional looking transparencies can usually be made in a photocopy center.

If the optional slide/tape program is used, it can be obtained on a free loan basis by written request, at least three weeks in advance. The address is:

Dr. Gary M. Clark
Department of Special Education
377 Haworth Hall
University of Kansas
Lawrence, KS 66044

The slide/tape title is:

Career Education: How To Do It
(RETOOL Show II)

A display of career education materials is also needed. A list of suggested items and their sources is found in Appendix D. You should be able to obtain these items from a local education agency, from a teacher resource center, or directly from a publisher. Be sure to request these materials well in advance of your program.

RETOOL INVOLVEMENT

Project RETOOL's responsibilities do not end with today's activities. The Bureau of Education for the Handicapped has charged RETOOL to be involved with a continued evaluation of this Institute's impact. Therefore, all replication activities, regardless of size, place, or format must be reported to RETOOL. Your cooperation is urged so that a complete reporting of RETOOL's impact can be made.

Evaluation materials for pre and posttesting of your participants during replications have been designed to meet a variety of replication formats. So that your replication is properly evaluated by RETOOL, please contact the RETOOL Research Coordinator at least 60 days before your program. The coordinator will supply you with all of the necessary evaluation instruments and procedures. Contact:

Dr. Charles Forgnone, Research Coordinator
Project RETOOL
G315 Norman Hall
University of Florida
Gainesville, FL 32611
(904) 392-0702

If you need any other type of assistance with your replication activities, please contact a staff member (pg. 2) or:

Dr. Charles Horn, Director
Project RETOOL
University of Alabama
P. O. Box 2592
University, AL 35486

On behalf of the entire RETOOL staff I thank you for your participation in today's Institute. We will all eagerly await word on your future training activities in the area of career education. You will now be provided with evaluation materials by Dr. Charles Forgnone. When you complete your evaluation forms they may be turned in to Ms. Diane Budd at the registration desk. You will then be given your deposit refund and a copy of the Instructor's Manual.

APPENDIX A

SAMPLE ADVERTISING AND REGISTRATION MATERIALS

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

COLLEGE OF EDUCATION
AREA OF SPECIAL EDUCATION

PROJECT RETOOL
P. O. BOX 2592

Dear Colleague:

This is to invite your participation in an Institute on Career Education and Development for the Handicapped. The purpose of the Institute is to provide basic information in this area for teacher educators who want to increase their knowledge and skills concerning career education. Teacher educators in all areas and levels of special education, as well as state and local education agency personnel with responsibilities in teacher education in special education, vocational education and related areas are eligible to apply.

The Institute is designed to provide basic concepts and understandings relative to career education for the handicapped. Participants will receive a participant manual, an instructor's guide and related resource materials designed specifically for the purposes of the Institute.

Participants will be selected on the basis of their commitment to:

1. Promote career education concepts for the handicapped, through teacher education.

2. Replicate Institute activities at least once within their university or state, individually or as a team.

3. Participate in an Institute Evaluation involving Institute and Post-Institute activities.

We request your cooperation in recruiting potential Institute participants from vocational education teacher education programs at the state or local level. Additional copies of the application form are available from the RETOOL Project Director.

The Institute will be conducted at the Ben Franklin Hotel, Philadelphia, PA as part of the CEC pre-convention program. Participants may attend the one-day Institute on either Sunday April 20, 1980 or Monday April 21, 1980. The enclosed application must be submitted by December 1, 1979. Participation will be limited to 100 persons each day. Participants will be grouped according to emphasis at the elementary or secondary level for portions of the Institute.

This Institute is made possible by a USOE Grant for Project RETOOL Career Education for the Handicapped. Participants will be responsible for the cost of their own travel and accommodations. CEC preferential housing will be available to participants. A $25 pre-registration security deposit must accompany the application. The deposit is refundable upon completion of the Institute. No other fees or charges will be required, all Institute materials will be provided at no cost.

The Institute faculty look forward to your participation in this very timely program.

Sincerely,

C J Horn

Charles J. Horn
Director, Project RETOOL

PROJECT RETOOL

CAREER EDUCATION FOR THE HANDICAPPED INSTITUTE APPLICATION FORM

NAME _____
(Last) (First) (MI) (Title)

ADDRESS _____
(Street) (City) (State) (Zip)

TELEPHONE: Area Code ( ) _____

EMPLOYER _____
(Name) (City) (State)

Preferred Participant Group: Elementary _____ (K-6) Secondary _____ (7-Adult)

If preferred group is unavailable, will you accept placement in the other group?

Yes _____ No _____

Do you require consideration on the basis of a handicap? Yes _____ No _____

If yes, specify _____

Current level of expertise concerning career education for the handicapped:

(Circle One)

Low 1 2 3 4 5 High

Do you have at least a minimally instituted program of career education teacher education for the handicapped?

Yes _____ No _____

Have you ever attended an institute or other training program concerned with career education for the handicapped?

Yes _____ No _____

Are you willing to replicate the Career Education Institute at least once within your university or agency?

Yes _____ No _____

If yes, will you work collectively with a team from your State?

Yes _____ No _____

Please check the appropriate block(s). Area	Teacher Educator			SEA	LEA
	Teach Introductory or Methods Courses	Elementary K-6	Secondary 7-Adult	Teacher Trainer	Teacher Trainer
Trainable MR					
Educable MR					
Hard of Hearing					
Deaf					
Speech Impaired					
Visually Handicapped					
Emotionally Disturbed					
Orthopedically Impaired					
Other Health Impaired					
Learning Disabled					
Deaf/Blind					
Other Severely Handicapped					
Administration/Supervision					
Vocational Education					
Rehabilitation					
Regular Education					

Are you willing to participate in the Institute and Post-Institute evaluation activities?

Yes _____ No _____

Applications must be received by March 1, 1980. Please mail to:

Project Director, RETOOL
c/o Charles J. Horn
The University of Alabama
P. O. Box 2592
University, Alabama 35486

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

COLLEGE OF EDUCATION
AREA OF SPECIAL EDUCATION

PROJECT RETOOL
P. O. BOX 2592

Dear Applicant:

We are pleased to inform you that your application for participation in the Institute on Career Education and Development for the Handicapped has been approved. You are assigned to the Sunday, April 20, 1980, Institute section. Participants will be grouped, at the start of the Institute, according to emphasis at the elementary or secondary level. The room location is the Betsy Ross Room at the Ben Franklin Hotel.

You are responsible for cost of your travel and accommodations. A CEC Preferential Housing Form is included to assist you in obtaining housing. Please submit the form as instructed as soon as possible.

Registration for the Institute will be at 8:15 AM with the program beginning at 8:45 AM. It is essential that you arrive on time and remain until closing which will be no later than 4:30 PM. Deposit checks will be returned upon completion of evaluation activities.

We look forward to your participation in the Institute. Please do not hesitate to contact the Project Director (205-348-7340) if we can be of further assistance.

Sincerely,

Charles J. Horn
Project Director
Project RETOOL

APPENDIX B

TRANSPARENCIES

CAREER EDUCATION IS THE TOTAL EFFORT OF PUBLIC EDUCATION AND THE COMMUNITY AIMED AT HELPING ALL INDIVIDUALS TO BECOME FAMILIAR WITH THE VALUES OF A WORK-ORIENTED SOCIETY, TO INTEGRATE THESE VALUES INTO THEIR PERSONAL VALUE SYSTEMS, AND TO IMPLEMENT THESE VALUES IN THEIR LIVES IN SUCH A WAY THAT WORK BECOMES POSSIBLE, MEANINGFUL, AND SATISFYING TO EACH INDIVIDUAL.

HOYT, K. B. IN W. E. BUDKE, G. E. BETTIS, & G. F. BEASLEY (EDS.), CAREER EDUCATION PRACTICE. COLUMBUS, OHIO: ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION, DECEMBER, 1972.

CAREER EDUCATION IS THE TOTALITY OF EXPERIENCES THROUGH WHICH ONE LEARNS ABOUT AND PREPARES TO ENGAGE IN WORK AS PART OF HER OR HIS WAY OF LIVING.

AN INTRODUCTION TO CAREER EDUCATION: A POLICY PAPER OF THE U.S. OFFICE OF EDUCATION, 1975, p. 4.

T-2

"WORK" IS CONSCIOUS EFFORT AIMED AT PRODUCING BENEFITS FOR ONESELF AND/OR FOR ONESELF AND OTHERS.

HOYT, K. B. CAREER EDUCATION AND THE HANDICAPPED PERSON. UNPUBLISHED ADDRESS. WASHINGTON, D.C.: U.S. OFFICE OF EDUCATION, NO DATE, P. 2.

T-3

CAREER

. . . 1A: COURSE, PASSAGE: B: FULL SPEED OR EXERCISE OF ACTIVITY 2. ENCOUNTER (WEBSTER'S NEW COLLEGIATE DICTIONARY. SPRINGFIELD, MASS: G & C MERRIAM CO., 1977.)

. . . 1: A PERSON'S COURSE OR PROGRESS THROUGH LIFE. (OXFORD ENGLISH DICTIONARY, VOL. II. LONDON: OXFORD UNIVERSITY PRESS, 1961.)

CAREER EDUCATION CONCEPTS AND DEFINITIONS
MOVING AWAY FROM WORK ETHIC EMPHASIS

GORDON (1972) - CAREER IS BEST UNDERSTOOD WHEN DEFINED AS THE COURSE BY CHICH ONE DEVELOPS AND LIVES A RESPONSIBLE AND SATISFYING LIFE.

GOLDHAMMER (1972) - CAREER EDUCATION IS BEST DEFINED IN THE CONTEXT OF A "CAREERS CURRICULUM," WHICH IS BASED ON THE VARIOUS LIFE CAREERS IN WHICH INDIVIDUALS ENGAGE AS PARTICIPANTS IN SOCIETY-PRODUCERS OF GOODS OR SERVICES, FAMILY MEMBERS, CITIZENS, ETC.

GYSBERS & MOORE (1974) - LIFE CAREER DEVELOPMENT IS DEFINED AS "SELF DEVELOPMENT OVER THE LIFE SPAN THROUGH THE INTEGRATION OF THE ROLES, SETTINGS, AND EVENTS OF A PERSON'S TOTAL LIFE."

CROSS (1974) - A "CAREERS EDUCATION" MODEL IS BASED ON THE NOTION THAT ELEMENTARY EDUCATION SHOULD BE ORGANIZED AROUND THE LIFE CAREERS THAT HAVE THE GREATEST INFLUENCE ON LIVING IN AMERICA - CAREER AS A FAMILY MEMBER, CAREER AS A CITIZEN, CAREER AS A MEMBER OF A VOCATION, AND CAREER AS A PURSUER OF AVOCATIONAL INTERESTS.

BROLIN (1974) - CAREER EDUCATION IS SYSTEMATICALLY COORDINATING ALL SCHOOL, FAMILY, AND COMMUNITY COMPONENTS TOGETHER TO FACILITATE EACH INDIVIDUAL'S POTENTIAL FOR ECONOMIC, SOCIAL, AND PERSONAL FULFILLMENT.

CLARK (1975) - CAREER EDUCATION IS THAT EDUCATION THAT CONCERNS ITSELF WITH A MERGING OF LIBERAL EDUCATION AND VOCATIONAL DEVELOPMENT SUCH THAT IT FACILITATES THE PROCESS OF LIVING AND IS NOT LIMITED TO FACILITATING THE PROCESS OF MAKING A LIVING.

CAREER EDUCATION CURRICULUM COMPETENCIES

DAILY LIVING SKILLS

1. MANAGING FAMILY FINANCES
2. SELECTING, MANAGING, AND MAINTAINING A HOME
3. CARING FOR PERSONAL NEEDS
4. RAISING CHILDREN, FAMILY LIVING
5. BUYING AND PREPARING FOOD
6. BUYING AND CARING FOR CLOTHES
7. ENGAGING IN CIVIC ACTIVITIES
8. UTILIZING RECREATION AND LEISURE
9. GETTING AROUND THE COMMUNITY (MOBILITY)

(PROJECT PRICE)

CAREER EDUCATION CURRICULUM COMPETENCIES

PERSONAL-SOCIAL SKILLS

10. ACHIEVING SELF-AWARENESS
11. ACQUIRING SELF-CONFIDENCE
12. ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR
13. MAINTAINING GOOD INTERPERSONAL SKILLS
14. ACHIEVING INDEPENDENCE
15. ACHIEVING PROBLEM-SOLVING SKILLS
16. COMMUNICATING ADEQUATELY WITH OTHERS

(PROJECT PRICE)

CAREER EDUCATION CURRICULUM COMPETENCIES

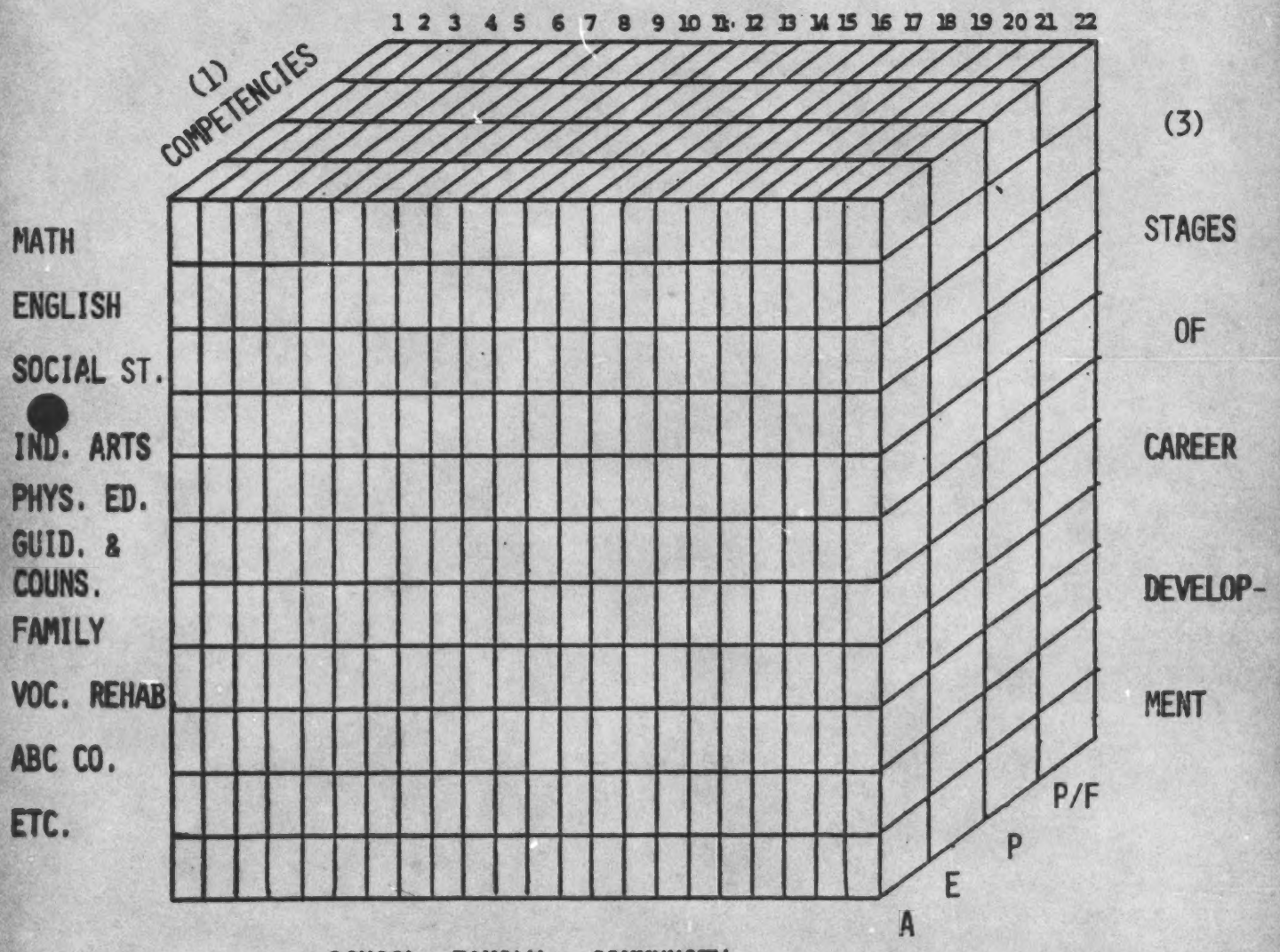
OCCUPATIONAL GUIDANCE AND PREPARATION

17. KNOWING AND EXPLORING OCCUPATIONAL POSSIBILITIES
18. SELECTING AND PLANNING OCCUPATIONAL CHOICES
19. EXHIBITING APPROPRIATE WORK HABITS AND BEHAVIORS
20. EXHIBITING SUFFICIENT PHYSICAL-MANUAL SKILLS
21. OBTAINING A SPECIFIC OCCUPATIONAL SKILL
22. SEEKING, SECURING, AND MAINTAINING EMPLOYMENT

(PROJECT PRICE)

T-8

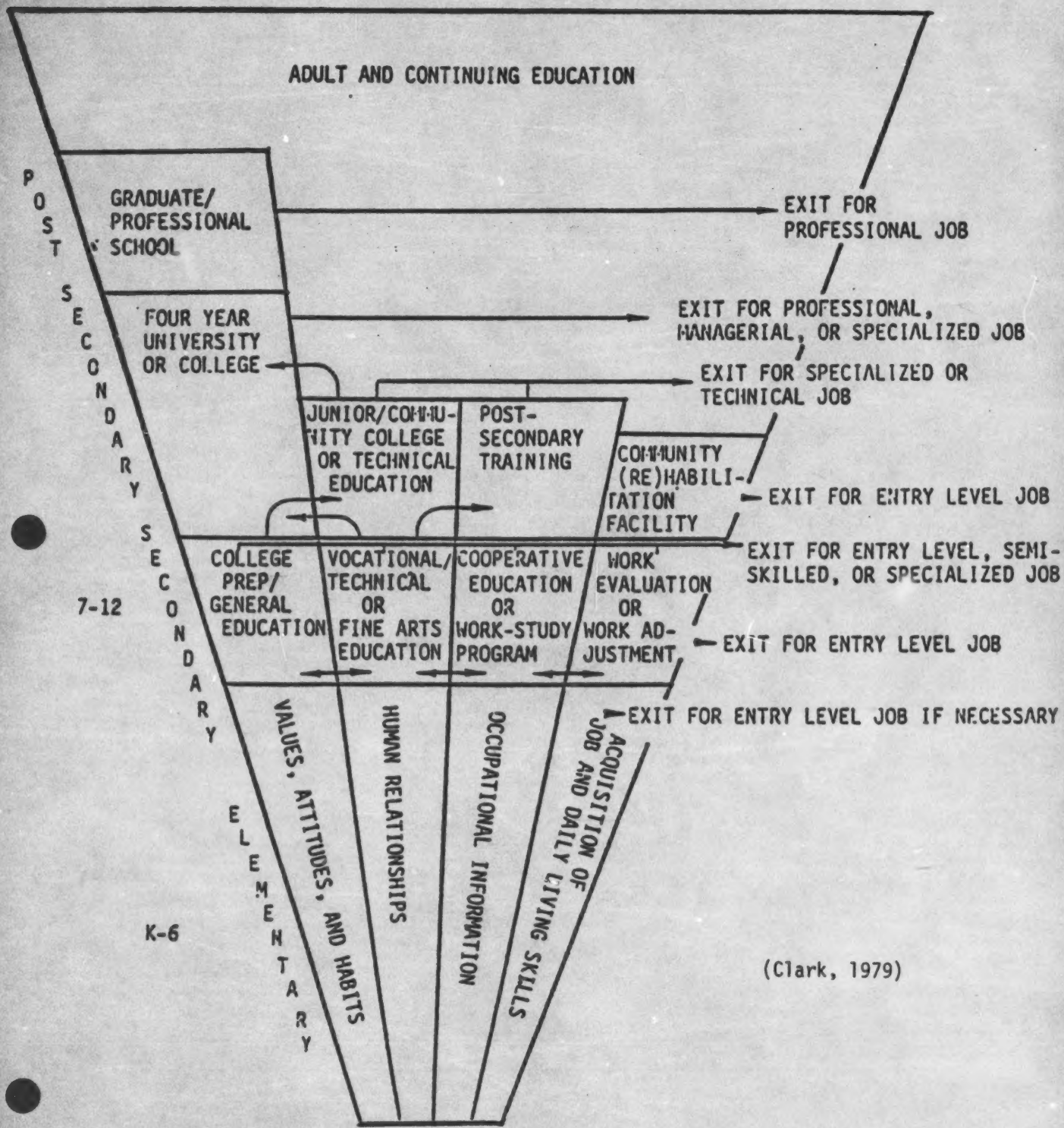
COMPETENCY-BASED MODEL FOR INFUSING CAREER EDUCATION INTO CURRICULUM



A = AWARENESS
E = EXPLORATION
P = PREPARATION
P/F PLACEMENT FOLLOW-UP

BROLIN & KOKASKA (1979)

A SCHOOL-BASED CAREER EDUCATION MODEL FOR THE HANDICAPPED


ADULT AND CONTINUING EDUCATION
POST SECONDARY
GRADUATE/ PROFESSIONAL SCHOOL
EXIT FOR PROFESSIONAL JOB
FOUR YEAR UNIVERSITY OR COLLEGE
EXIT FOR PROFESSIONAL, MANAGERIAL, OR SPECIALIZED JOB
EXIT FOR SPECIALIZED OR TECHNICAL JOB
JUNIOR/COMMUNITY COLLEGE OR TECHNICAL EDUCATION
POST-SECONDARY TRAINING
COMMUNITY (RE)HABILITATION FACILITY
EXIT FOR ENTRY LEVEL JOB
SECONDARY
7-12
COLLEGE PREP/ GENERAL EDUCATION
VOCATIONAL/ TECHNICAL OR FINE ARTS EDUCATION
COOPERATIVE EDUCATION OR WORK-STUDY PROGRAM
WORK EVALUATION OR WORK ADJUSTMENT
EXIT FOR ENTRY LEVEL, SEMI-SKILLED, OR SPECIALIZED JOB
EXIT FOR ENTRY LEVEL JOB
EXIT FOR ENTRY LEVEL JOB IF NECESSARY
ELEMENTARY
K-6
VALUES, ATTITUDES, AND HABITS
HUMAN RELATIONSHIPS
OCCUPATIONAL INFORMATION
ACQUISITION OF JOB AND DAILY LIVING SKILLS

(Clark, 1979)

CAREER EDUCATION FOR THE HANDICAPPED: SOME BASIC ASSUMPTIONS

1. CAREER EDUCATION IS FOR ALL PERSONS - YOUNG AND OLD, GIFTED AND RETARDED, VISUALLY HANDICAPPED AND SIGHTED, MALES AND FEMALES, THE POOR AND AFFLUENT, AND ALL RACES AND ETHNIC GROUPS.
2. ONE'S CAREER IS A DEVELOPMENTAL PROCESS, AND IS SUBJECT TO PLANNING, PROGRAMMING, AND CHANGE.
3. THE NATURE OF OUR SOCIETY DEMANDS THAT CAREER EDUCATION ESPOUSE A MULTIPLICITY OF WORK VALUES, RATHER THAN A SINGLE WORK ETHIC.
4. CAREER EDUCATION IS CONCERNED WITH PROTECTING EACH DEVELOPING PERSON'S FREEDOM TO MAKE CHOICES AND DECISIONS WHILE, AT THE SAME TIME, ASSISTING HIM/HER TO KNOW WHAT THE ALTERNATIVES ARE.
5. SIGNIFICANT DEPRIVATION IN ANY ASPECT OF HUMAN GROWTH CAN AFFECT CAREER DEVELOPMENT.
6. THERE ARE MANY HISTORICAL AND CURRENT LIMITATIONS IMPOSED BY SOCIETY UPON THE LIFE CAREER DEVELOPMENT OF THE HANDICAPPED.
7. ANY PERSON CHOOSING TO WORK IN TODAY'S COMPLEX AND RAPIDLY CHANGING WORK WORLD MUST POSSESS SKILLS IN ADAPTABILITY.
8. CAREER EDUCATION FOR PHYSICALLY AND/OR MENTALLY HANDICAPPED INDIVIDUALS DIFFERS SIGNIFICANTLY ENOUGH FROM THAT OF THE NON-HANDICAPPED THAT SOME SPECIAL ATTENTION TO PROGRAMMING FOR THEM SHOULD BE GIVEN.

Basic Assumptions (Cont'd)

9. Just as there is a need for differential programming at times between the handicapped and the non-handicapped, there is also a need for some differential programming among the various disability groups within the handicapped population.

10. Career education programming for the handicapped should be initiated at least as early as kindergarten.

11. A democratic philosophy of education and a realistic philosophy of normalization do not dictate that all children have the same curriculum.

Adapted from: Clark, G. M. Career education for the handicapped child in the elementary classroom. Denver, Colorado: Love, 1979.

ENVIRONMENTS AND ROLES FOR THE ELEMENTARY LEVEL HANDICAPPED

HOME

SCHOOL

COMMUNITY

CAREER EDUCATION COMPONENTS

ENVIRONMENTS and ROLES	HOME - Son/Daughter - Brother/Sister - Worker (Unpaid/ Paid)	SCHOOL - Learner - Classmate - School Helper	COMMUNITY - Neighborhood Citizen - City Citizen - State Citizen - Neighborhood Worker (Paid/ Unpaid)
Values, Attitudes, and Habits			
Human Relationships			
Occupational Information			
Acquisition of Jobs and Daily Living Skills			

SUBJECT / COMPONENT	VALUES, ATTITUDES & HABITS	HUMAN RELATIONSHIPS	OCCUPATIONAL INFORMATION	JOB AND DAILY LIVING SKILLS
READING				
LANGUAGE ARTS				
MATH				
SCIENCE				

CAREER EDUCATION IMPLEMENTATION TASKS FOR CLASSROOM OR RESOURCE ROOM TEACHERS OF EXCEPTIONAL CHILDREN

1. INTEGRATE, TO THE FULLEST EXTENT POSSIBLE, THE ASSUMPTIONS OF CAREER EDUCATION FOR THE HANDICAPPED INTO THEIR INSTRUCTIONAL ACTIVITIES.

2. HELP PUPILS DEVELOP, CLARIFY, AND ASSIMILATE PERSONALLY MEANINGFUL ATTITUDES, HABITS, AND VALUES.

3. HELP PUPILS DEVELOP AND DEMONSTRATE BEHAVIORS REFLECTING POSITIVE HUMAN RELATIONSHIPS.

4. HELP PUPILS ACQUIRE INFORMATION IN OCCUPATIONAL ALTERNATIVES.

5. HELP PUPILS ACQUIRE COGNITIVE AND PSYCHOMOTOR SKILLS NEEDED FOR OR RELATED TO ACTUAL JOB AND/OR DAILY LIVING PERFORMANCE.

6. USE OR DEVISE METHODS AND MATERIALS DESIGNED TO HELP PUPILS UNDERSTAND AND APPRECIATE THE CAREER DEVELOPMENT IMPLICATIONS OF WHATEVER SUBJECT MATTER IS BEING TAUGHT.

7. USE CAREER-ORIENTED METHODS AND MATERIALS IN THE INSTRUCTIONAL PROGRAM, WHERE APPROPRIATE, AS ONE MEANS OF MOTIVATION FOR LEARNING.

THREE BASIC WAYS TO DELIVER CAREER EDUCATION PROGRAMMING TO THE HANDICAPPED:

1. INFUSION

2. SEPARATE PROGRAMMING

   TOTAL CURRICULUM APPROACH

   SEPARATE COURSES

   UNIT TEACHING

3. COMBINATION OF INFUSION AND SEPARATE PROGRAMMING

ADVANTAGES OF INFUSION

1. MAKES ABSTRACT CONTENT MORE:
   - RELEVANT
   - CONCRETE
   - EASIER TO LEARN
2. EXPOSES STUDENTS TO WIDER RANGE OF CONTENT
3. INFUSION IN REGULAR CLASSES ENHANCES PLACEMENT IN LEAST RESTRICTIVE ENVIRONMENT

DISADVANTAGES OF INFUSION

1. TENDS TO TAKE AN ACTIVITIES APPROACH
2. DIFFICULT TO EVALUATE KNOWLEDGE AND SKILLS
3. DOES NOT ENCOURAGE REPETITION OF CONCEPTS/SKILLS NEEDED BY SOME HANDICAPPED
4. IS NOT SYSTEMATIC IN SCOPE AND SEQUENCE
5. DEPENDS ON VOLUNTARY EFFORT BY TEACHERS

ADVANTAGES OF SEPARATE PROGRAMMING

1. ASSURES EMPHASIS ON CONCEPTS AND SKILLS
2. COMMUNICATES TO PUPILS THE IMPORTANCE OF CAREER DEVELOPMENT
3. MORE LIKELY TO RESULT IN EFFECTIVE AND EFFICIENT LEARNING
4. OFFERS OPPORTUNITY TO "TIE TOGETHER" OTHER CAREER DEVELOPMENT EXPERIENCES THROUGH INFUSION
5. CAN SERVE AS A MOTIVATING DEVICE FOR UPCOMING ACADEMIC CONTENT
6. TENDS TO INCREASE FREQUENCY OF COMMUNITY AWARENESS AND INVOLVEMENT

DISADVANTAGES OF SEPARATE PROGRAMMING

1. ADDS TO AN ALREADY CROWDED, COMPETITIVE CURRICULUM
2. LEADS TO SPECIALIZATION WHICH DECREASES INVOLVEMENT OF NON-SPECIALISTS
3. DIFFICULT TO IMPLEMENT WITHOUT A WELL-DEVELOPED, SEQUENTIAL CURRICULUM AND MATERIALS
4. WOULD EMPHASIZE NEED FOR ACHIEVEMENT TESTS IN CAREER DEVELOPMENT WHICH DO NOT EXIST IN THE SCOPE AND SEQUENCE REQUIRED
5. TENDS TOWARD ARTIFICIALITY IN CURRICULUM DESIGN FOR SOME CONTENT AREAS
6. CAN BECOME A TYPE OF TOKENISM INTENDED TO KEEP ACADEMIC AREAS "PURE"

ADVANTAGES OF COMBINED PROGRAMMING

1. PERMITS A BALANCE BETWEEN TEACHING VIA INFUSION AND SEPARATE PROGRAMMING

2. PROVIDES A COMPROMISE ON THE ISSUE OF A CROWDED CURRICULUM AND POSES LESS THREAT TO SUBJECT MATTER SPECIALISTS

3. PERMITS ALL TEACHERS TO BE INVOLVED WITHOUT HAVING FULL RESPONSIBILITY FOR ALL CONTENT

4. PERMITS BETTER ORGANIZATION AND DEVELOPMENT OF CURRICULUM BETWEEN ACADEMIC AND CAREER DEVELOPMENT SPECIALISTS

5. PROVIDES A BETTER CHANCE FOR HANDICAPPED STUDENTS IN THE REGULAR CLASS ENVIRONMENT TO GET THE CONCEPTS AND SKILLS THEY NEED

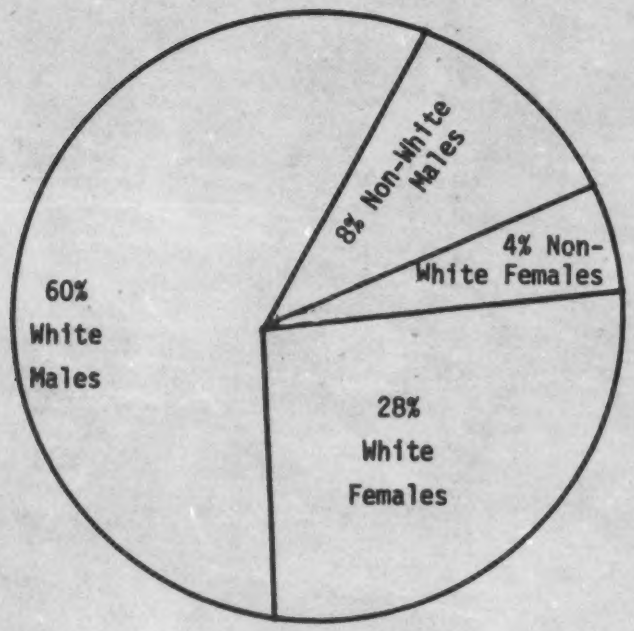
DISADVANTAGES OF COMBINED PROGRAMMING

1. EXTREMELY DIFFICULT TO CONTROL THE INFUSION ASPECT OF IT
2. DEMANDS A STRONG ADMINISTRATION COMMITMENT
3. REQUIRES TRAINED, COMMITTED STAFF

RESULTS OF SEX-ROLE STEREOTYPING STUDY

	Total # of Occupations	Male	Female	Both
Elementary Career Awareness	1,160	741	332	87
Secondary Career Exploration	1,121	730	322	69

Distribution of Illustrations



EPIE CAREER EDUCATION S*E*T* New York: EPIE Institute, 1975.

CURRICULUM MODEL

I. VALUES, ATTITUDES, HABITS

II. HUMAN RELATIONSHIPS

III. OCCUPATIONAL INFORMATION

IV. ACQUISITION OF JOB AND DAILY LIVING SKILLS

IBAS CAREER EDUCATION CURRICULUM
CLUSTER BANK

I. SELF
- A. Values, Habits, Attitudes
- B. Human Relationships

II. WORK
- A. Occupational Information
- B. Skill Acquisition

III. LEISURE
- A. Concept and Role of Leisure
- B. Personal/Quiet Activity Skill Development
- C. Interpersonal/Active Activity Skill Development

IV. RESOURCES
- A. Home
- B. School
- C. Community

THREE BASIC WAYS TO DELIVER CAREER EDUCATION PROGRAMMING TO THE HANDICAPPED:

1. INFUSION

2. SEPARATE PROGRAMMING

   TOTAL CURRICULUM APPROACH

   SEPARATE COURSES

   UNIT TEACHING

3. COMBINATION OF INFUSION AND SEPARATE PROGRAMMING

A SAMPLE CAREER EDUCATION IMPLEMENTATION MODEL

ASSESSMENT OF RESOURCES
AND STUDENT NEEDS

GOAL SETTING AND
OBJECTIVE WRITING

CONTENT
SELECTION

METHOD OF
PRESENTATION

RESOURCE
UTILIZATION

PROGRAM
EVALUATION

APPENDIX C

SAMPLE PREFACE

SAMPLE PREFACE

THE WORD INSTITUTE MAY BE CHANGED TO WORKSHOP, COURSE, INSERVICE MODEL OR WHATEVER IS AN APPROPRIATE DESCRIPTION OF THIS REPLICATION.

Welcome to the _____ Institute on Career Education for the Handicapped. We are pleased to have you participate in this relevant and important workshop concerning one of the most significant topics facing special education today. This program is part of a series of training activities developed by Project RETOOL.

The major goals of this Institute are to (1) inform you of the valuable concept of career education for the handicapped and (2) assist you in providing career education concepts to your students.

This Institute provides the major movements and developments of career education, including rationale and implementation methods for both the elementary and secondary classrooms. The Institute activities include large and small group discussions, formal lectures, and hands-on review of current career education materials.

The Institute staff is looking forward to interacting with you. We sincerely hope that you will find that career education is a vital topic for all teachers.

APPENDIX D

SAMPLE CAREER EDUCATION MATERIALS AND MATERIALS SOURCE DIRECTORY

THESE LISTS ARE NOT AN ENDORSEMENT OF THE MATERIALS. YOU ARE URGED TO CONDUCT YOUR OWN EVALUATIONS USING PROCEDURES PRESENTED IN THE INSTITUTE.

SAMPLE CAREER EDUCATION MATERIALS - ELEMENTARY

T.A. For Tots
Jalmar Press
Student Textbook (K-3)

I Am, I Can, I Will
Fred Rogers Neighborhood
Hubbard
5 Books/15 Audiocassettes/16mm Films/Videotapes
Preschool - Grade 1

Beginning Responsibility Series
Coronet
Films

Economics Geography Series
Centron Films
10 Films

Early Career Books
Lerner Publications
40 Occupational Texts

I Have Feelings
Human Sciences Press
Text (K-3)

Real People At Work
EMC Corporation
Worktexts

Mathematics and Careers
National Council of Teachers of Mathematics
Posters and Brochures

Career World
Curriculum Innovations, Inc.
Magazine (grades 4-7)

Current Health
Curriculum Innovations, Inc.
Magazine (grades 4-7)

The Value Tales Series
The Value of Respect, The Value of Truth and Trust,
The Value of Dedication, The Value of Believing in Yourself,
The Value of Responsibility
Oak Tree Publications
Biographies of famous people

Careers: A Supplemental Reading Program
Harcourt, Brace, Jovanovich, Inc.
3 grade level multimedia kits (4-6)

Worker Charades
Educational Achievement Corporation
(via Randall Corp.)
Game

The Valuing Approach to Career Education
Education Achievement Corporation
(Distributed by Randall)
Multimedia, K-2; 3-5; 6-8

Occupations Puzzles
The Judy Company
32 various puzzles (ages 4-6)

SAMPLE CAREER EDUCATION MATERIALS - SECONDARY

I Can Make It On My Own
Goodyear Publishing Company
Workbook

Service Occupations
Frank E. Richards, Publishers
Workbook

Consumer Education Series
EMC Corporation

Entering the World of Work
McKnight Publishing Company
Text

Pacemaker Classics
Fearon Pitman Publishers
Low reading level classics

Pacemaker Practical Arithmetic Series
Fearon Pitman Publishers
Worktexts

Life Skills and Adult Basic Education
Fearon Pitman Publishers
Worktexts

Survival Math Series
Mafex Company
Six job related workbooks

Machine-Age Riddles
New Readers Press
Workbook

Practice in Survival Reading Series
Label Talk, It's on the Map, Caution: Fine Print Ahead,
Signs Around Town, Your Daily Paper,
Read the Instructions First
New Readers Press
Workbooks

Careers - Starting Now
Educational Projections Corporation
10 captioned filmstrips

Activities for Exploring Career Decision Making
McKnight Publishing Company
Workbook

Job Interview Kit
Janus Book Publishers
Kit

Janus Worktext Series
Job Planner, Don't Get Fired, Finding a Good Used Car,
Interview Guide, Using the Want Ads, Job Application Language,
Get Hired, My Job Application File
Janus Book Publishers
Worktexts

People Working Today Series:
Jester the Bell Hop, Janet the Hospital Helper, Alex on the Grill,
Bob the Super Clerk, Larry the Logger, Kerry Drives a Van,
Tory the Night Custodian, Johnny at the Circuits,
Laura Cares for Pets, Julie at the Pumps
Janus Book Publishers
Texts

Preparing for Work Series:
On the Job, Preparing for the Job Interview, Application Forms,
Jobs From A to Z, I Want A Job, Getting and Holding a Job,
Banking, Budgeting and Employment, The Bank Book,
Work for Everyone, Teen-Agers at Work
Frank E. Richards, Publishers
Workbooks

SAMPLE CAREER EDUCATION PROFESSIONAL MATERIALS

Career Education for the Handicapped Child in the
Elementary Classroom, 1979
G. M. Clark
Love Publishing Company
Text

Special Education Index to Learner Materials
National Information Center for Educational Media
Index of materials K-12

Vocational Education of Handicapped Students
D. E. Brolin
Council for Exceptional Children
Text

Exceptional Students in Secondary Schools
Council for Exceptional Children
Text

Trainer's Guide to Life Centered Career Education
Council for Exceptional Children
Text

Life Centered Career Education: A Competency Based Approach, 1978
Council for Exceptional Children
Text

Bread and Butterflies
Agency for Instructional Television
Curriculum/Activity Guide

Everybody Counts
The Council for Exceptional Children
Workshop manual

Vocational Education Resource Materials: A Bibliography of Materials for Handicapped Education
Wisconsin Vocational Studies Center
Text

Learning and Behavioral Problems of Handicapped Students in Secondary School Programs
Council for Exceptional Children
Tape series

CAREER EDUCATION MATERIALS SOURCE DIRECTORY

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

Associated Educational Materials
P. O. Box 28167
Raleigh, North Carolina 27611

Atheneum Books for Children
122 East 42 Street
New York, New York 10017

Bantam Books, Inc.
School and College Sales Department
666 5th Avenue
New York, New York 10019

Bowmar/Noble Publishers, Inc.
4563 Colorado Boulevard
Los Angeles, California 90039

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Coronet
65 East South Water Street
Chicago, Illinois 60601

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60050

Centron Films
1621 West Ninth Street, Box 687
Lawrence, Kansas 66044

Children's Book and Music Center
5373 West Puco Boulevard
Los Angeles, California 90010

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Clearvue, Inc.
6666 North Oliphant Avenue
Chicago, Illinois 60631

Counselor Films, Inc.
1740 Cherry Street
Philadelphia, Pennsylvania 19103

Dell Publishing Company, Inc.
245 East 47 Street
New York, New York 10017

T. S. Denison and Company, Inc.
9601 Newton Avenue South
Minneapolis, Minnesota 55431

Educational Projections Corporation
P. O. Box 50276
Jacksonville Beach, Florida 32250

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

ESP, Inc.
1201 East Johnson
P. O. Drawer 5037
Jonesboro, Arkansas 72401

Fearon Pitman Publishers, Inc.
6 Davis Drive
Belmont, California 94002

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Ginn and Company
P. O. Box 2649
1250 Fairwood Avenue
Columbus, Ohio 43216

Goodyear Publishing Company, Inc.
1640 Fifth Street
Santa Monica, California 90401

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Hubbard
P. O. Box 104
Northbrook, Illinois 60062

Interpretive Education
2306 Winters Drive
Kalamazoo, Michigan 49002

Human Development Training Institute
7574 University Avenue, Suite 2
La Mesa, California 92041

Jalmar Press, Inc.
6501 Elvas Avenue
Sacramento, California 95819

Janus Book Publishers
2501 Industrial Parkway West
Haywood, California 94545

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Kenworthy Educational Service, Inc.
138 Allen Street
P. O. Box 60
Buffalo, New York 14250

Kimbo Educational
P. O. Box 477
Long Branch, New Jersey 07740

King Features
Department 1315
235 East 45 Street
New York, New York 10017

Lerner Publications Company
241 First Avenue North
Minneapolis, Minnesota 55401

Love Publishing Company
Denver, Colorado 80222

McKnight Publishing Company
Bloomington, Illinois 61701

Milton Bradley Company
Springfield, Massachusetts 01101

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091

New Readers Press
Box 131
Syracuse, New York 13210

Oak Tree Publications
11175 Flintkote Avenue
San Diego, California 92121

Pathescope Educational Media
Department 333
71 Weyman Avenue
New Rochelle, New York 10802

Randall Educational Productions
P. O. Box 891
Winter Park, Florida 32789

Relevant Productions, Inc.
1123 Seminole Street
Clearwater, Florida 33515

Frank E. Richards
P. O. Box 66
Phonenix, New York 13135

Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Special Education Materials, Inc.
484 South Broadway
Yonkers, New York 10705

Steck-Vaughn Company
807 Brazos
P. O. Box 2028
Austin, Texas 78768

Time Share Corporation
P. O. Box 683
Hanover, New Hampshire 03755

Troll Associates
320 Route 17
Mahwah, New Jersey 07430

TSC
A Houghton Mifflin Company
Box 974
Hanover, New Hampshire 03755

Vocational Films
P. O. Box 613
Park Ridge, Illinois 60068

Wisconsin Vocational Studies Center
University of Wisconsin - Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, Wisconsin 53706

INSTITUTE ON
CAREER EDUCATION FOR THE HANDICAPPED

Participant's Guide

PROJECT RETOOL

Continuing Education for Teacher
Educators in Special Education

Edited by

Stuart E. Schwartz
University of Florida

Project Director

Charles Horn
University of Alabama

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Project RETOOL

University of Alabama
University, Alabama 35486

1980

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Agenda

Registration	Dr. Charles Horn and Ms. Diane Budd
Pretest	Dr. Charles Forgnone
Welcome and Introductions	Dr. Stuart Schwartz
Overview of RETOOL	Dr. Bill Heller and Dr. Jeffrey Schilit
Career Education Overview	Dr. Gary Clark
Career Education - Elementary	Dr. Gary Clark and Dr. Patricia Sitlington
Career Education - Secondary	Dr. Gary Meers Dr. Stuart Schwartz and Ms. Diane Budd
Strategies	
Integrating Career Education Into Preservice and Inservice	Dr. Gary Clark
Conducting Workshops	Dr. Gary Meers
Replication	Dr. Stuart Schwartz
Posttest	Dr. Charles Forgnone

Preface

Welcome to the National CEC Retool Institute on Career Education for the Handicapped. We are pleased that you are participating in this relevant and important workshop concerning one of the most significant topics facing special education.

The major goals of this Institute are to (1) inform you of the valuable concept of career education for the handicapped and (2) assist you in educating your students and/or inservice personnel (administrators, teachers, counselors) regarding this topic.

The presenters of this Institute will provide the major movements and developments of career education for the handicapped. They will also offer a rationale for career education and strategies for the implementation of career education in the elementary classroom and in the secondary classroom. The Institute will conclude with a session on conducting workshops which should assist you as you duplicate this Institute in your college, university, state department, county school board, or wherever you conduct training programs.

The Institute activities will include small group discussions, audio-visual presentations, formal lectures, and instructional material displays and critiques. Participants will also be involved in evaluation activities.

All Institute participants will be provided with two documents. One item is a Participant's Guide which includes an Institute outline and all handouts. Please use the blank sheets provided in the Participant's Guide for taking notes and for listing ideas which will be useful for your future inservice training activities. We suggest that you not mark on the printed pages as you will duplicate these for your own Institute replications.

The second document is the Instructor's Manual which will be provided to participants who complete the entire workshop. This material contains a comprehensive narrative of Institute content and guidelines, *PRINTED IN ITALICS*, for Institute replication. Both documents should prove to be quite valuable for all participants who will be conducting preservice and inservice training activities in the area of career education for handicapped students.

The Institute staff looks forward to working with you. We sincerely hope that you will find today's activities to be worthwhile.

HANDOUTS

Curriculum Objectives Session - Elementary

I. Relationship of Career Education Model to Elementary
   A. Review of career education model, showing elementary level in perspective
   B. Presentation of roles and environments experienced by elementary children
      1. Roles of elementary children
      2. Environments experienced by elementary children

II. Generation of sample career education objectives for K-3 and 4-6
   A. Generation of objectives by small groups
   B. Discussion of generated objectives by entire group

III. Presentation of sample commercially available objectives appropriate for elementary handicapped
   A. Instructional Based Appraisal System (Sitlington and Wimmer)
   B. Career Education for the Handicapped Child in the Elementary Classroom (Clark)
   C. Life Centered Career Education: A Competency Based Approach (Brolin)

Session Objectives

1. Participants will demonstrate an understanding of the career education model in terms of its relevance for elementary children in two grade groupings -- K-3 and 4-6.

2. Participants will write career education objectives appropriate for elementary children in the two grade groupings -- K-3 and 4-6.

3. Participants will demonstrate knowledge of sources of career education objectives.

CAREER EDUCATION COMPONENTS

ENVIRONMENTS and ROLES	HOME - Son/Daughter - Brother/Sister - Worker (Unpaid/ Paid)	SCHOOL - Learner - Classmate - School Helper	COMMUNITY - Neighborhood Citizen - City Citizen - State Citizen - Neighborhood Worker (Paid/ Unpaid)
Values, Attitudes, and Habits			
Human Relationships			
Occupational Information			
Acquisition of Jobs and Daily Living Skills			

CAREER EDUCATION COMPONENTS

ENVIRONMENTS and ROLES	HOME - Son/Daughter - Brother/Sister - Worker (Unpaid/ Paid)	SCHOOL - Learner - Classmate - School Helper	COMMUNITY - Neighborhood Citizen - City Citizen - State Citizen - Neighborhood Worker (Paid/ Unpaid)
Values, Attitudes, and Habits			
Human Relationships			
Occupational Information			
Acquisition of Jobs and Daily Living Skills			

HOME - Son/Daughter
- Brother/Sister
- Worker (Unpaid/Paid)

Values, Attitudes and Habits	
Human Relationships	
Occupational Information	
Acquisition of Job and Daily Living Skills	

H3

HOME - Son/Daughter
- Brother/Sister
- Worker (Unpaid/Paid)

Values, Attitudes and Habits	
Human Relationships	
Occupational Information	
Acquisition of Job and Daily Living Skills	

SCHOOL - Learner
- Classmate
- School Helper

Values, Attitudes and Habits	
Human Relationships	
Occupational Information	
Acquisition of Job and Daily Living Skills	

H4

SCHOOL - Learner
- Classmate
- School Helper

Values, Attitudes and Habits	
Human Relationships	
Occupational Information	
Acquisition of Job and Daily Living Skills	

H4

COMMUNITY - Neighborhood Citizen
- City Citizen
- State Citizen
- Neighborhood Worker (Paid/Unpaid)

Values, Attitudes and Habits	
Human Relationships	
Occupation Information	
Acquisition of Job and Daily Living Skills	

H5

COMMUNITY - Neighborhood Citizen
- City Citizen
- State Citizen
- Neighborhood Worker (Paid/Unpaid)

Values, Attitudes and Habits	
Human Relationships	
Occupation Information	
Acquisition of Job and Daily Living Skills	

PROJECT PRICE SUBCOMPETENCIES

DAILY LIVING SKILLS

I. Managing Family Finances

1. Identify money and make correct change
2. Make wise expenditures
3. Obtain and use bank and credit services
4. Keep basic financial records
5. Calculate and pay taxes

II. Selecting, Managing, and Maintaining a Home

6. Select adequate housing
7. Maintain a home
8. Use basic appliances and tools
9. Maintain home exterior

III. Caring for Personal Needs

10. Dress appropriately
11. Exhibit proper grooming and hygiene
12. Demonstrate knowledge of physical fitness, nutrition and weight control
13. Demonstrate knowledge of common illness prevention and treatment

IV. Raising Children, Family Living

14. Prepare for adjustment to marriage
15. Prepare for raising children (physical care)
16. Prepare for raising children (psychological care)
17. Practice family safety in the home

V. Buying and Preparing Food

18. Demonstrate appropriate eating skills

19. Plan balanced meals

20. Purchase food

21. Prepare meals

22. Clean food preparation areas

23. Store food

VI. Buying and Caring for Clothing

24. Wash clothing

25. Iron and store clothing

26. Perform simple mending

27. Purchase clothing

VII. Engaging in Civic Activities

28. Generally understand local laws and government

29. Generally understand federal government

30. Understand citizenship rights and responsibilities

31. Understand registration and voting procedures

32. Understand selective service procedures

33. Understand civil rights and responsibilities when questioned by the law

VIII. Utilizing Recreation and Leisure Time

34. Participate actively in group activities

35. Know activities and available community resources

36. Understand recreational values

37. Use recreational facilities in the community

38. Plan and choose activities wisely

39. Plan vacations

IX. Getting Around the Community

40. Demonstrate knowledge of traffic rules and safety procedures

41. Demonstrate knowledge and use of various means of transportation

42. Drive a car

PERSONAL-SOCIAL SKILLS

X. Achieving Self-Awareness

43. Attain a sense of body

44. Identify interests and abilities

45. Identify emotions

46. Identify needs

47. Understand the physical self

XI. Acquiring Self-Confidence

48. Express feelings of worth

49. Tell how others see him/her

50. Accept praise

51. Accept criticism

52. Develop confidence in self

XII. Achieving Socially Responsible Behavior

53. Know character traits needed for acceptance

54. Know proper behavior in public places

55. Develop respect for the rights and properties of others

56. Recognize authority and follow instructions

57. Recognize personal roles

XIII. Maintaining Good Interpersonal Skills

58. Know how to listen and respond

59. Know how to make and maintain friendships

60. Establish appropriate heterosexual relationships

61. Know how to establish close relationships

XIV. Achieving Independence

62. Understand the impact of behavior upon others

63. Understand self-organization

64. Develop goal-seeking behavior

65. Strive toward self-actualization

XV. Achieving Problem-Solving Skills

66. Differentiate bi-polar concepts

67. Understand the need for goals

68. Look at alternatives

69. Anticipate consequences

70. Know where to find good advice

XVI. Communicating Adequately with Others

71. Recognize emergency situations

72. Read at the level needed for future goals

73. Write at the level needed for future goals

74. Speak adequately for understanding

75. Understand the subtleties of communication

OCCUPATIONAL GUIDANCE AND PREPARATION SKILLS

XVII. Knowing and Exploring Occupational Possibilities

76. Identify the personal values met through work

77. Identify the societal values met through work

78. Identify the remunerative aspects of work

79. Understand classification of jobs into different occupational systems

80. Identify occupational opportunities available locally

81. Identify sources of occupational information

XVIII. Selecting and Planning Occupational Choice

82. Identify major occupational needs

83. Identify major occupational interests

84. Identify occupational attitudes

85. Identify requirements of appropriate and available jobs

86. Make realistic occupational choices

XIX. Exhibiting Appropriate Work Habits and Behaviors

87. Follow directions

88. Work with others

89. Work at a satisfactory rate

90. Accept supervision

91. Recognize the importance of attendance and punctuality

92. Meet demands for quality work

93. Demonstrate occupational safety

XX. Physical/Manual Skills

94. Demonstrate satisfactory balance and coordination

95. Demonstrate satisfactory manual dexterity

96. Demonstrate satisfactory stamina and endurance

97. Demonstrate satisfactory sensory discrimination

XXI. Obtaining a Specific Occupational Skill

XXII. Seaking, Securing, and Maintaining Employment

98. Search for a job

99. Apply for a job

100. Interview for a job

101. Adjust to competitive standards

102. Maintain post-school occupational adjustment

IBAS Objective Cluster Bank: Career Education*

Elementary Level Objectives

D. SELF

Values, Habits, and Attitudes

D. 1. To assist the student in becoming aware of the value of him/herself as a person.

D. 2. To assist the student in recognizing verbal and non-verbal behaviors indicative of responsibility for his/her own actions.

D. 3. To assist the student in developing habits needed later in the world of work and leisure.

D. 4. To assist the student in developing behaviors indicative of responsibility for his/her own actions.

Human Relationships

D. 9. To assist the student in becoming aware of the existence, needs, and insights of others.

D.10. To assist the student in becoming aware of the commonalities and differences between him/herself and others.

D.11. To assist the student in developing social behaviors which facilitate working with others.

D.12. To assist the student in becoming aware of the differing standards of behavior present in his/her school, community, and world of work.

E. WORK

Occupational Information

E. 1. To assist the student in identifying workers in his/her environment and becoming aware of what they do.

E. 2. To assist the student in becoming aware of him/herself as a worker.

E. 3. To assist the student in identifying what types of work activities are commensurate with his/her own likes and dislikes.

E. 4. To assist the student in identifying the clusters of occupations available and their major characteristics and differences.

Skill Acquisition

E. 9. To assist the student in developing social behaviors which facilitate working with others.

E.10. To assist the student in developing task orientation and task completion.

E.11. To assist the student in developing the manipulative skills prerequisite to minimum employability.

E.12. To assist the student in developing basic academic skills prerequisite to minimum employability.

F. LEISURE

Concept and Role of Leisure

F. 1. To assist the student in understanding the meaning of leisure time.

F. 2. To assist the student in identifying the similarities and differences between leisure and work activities.

F. 3. To assist the student in beginning to relate leisure activities to his/her own attributes and interests.

F. 4. To assist the student in identifying the benefits of leisure activities.

Personal/Quiet Activity Skill Development

F. 9. To assist the student in learning to express him/herself through music, dance, and drama.

F.10. To assist the student in developing quiet-time play skills.

F.11. To assist the student in learning about quiet-time hobbies consistent with his/her interests.

F.12. To assist the student in learning about quiet-time activities related to the out-of-doors and his/her interests.

Interpersonal/Active Activity Skill Development

F.17. To assist the student in becoming aware of the major sports and their basic activities.

F.18. To assist the student in realizing that the games and sports he/she plays have rules and require certain skills.

F.19. To assist the student in learning about games, sports, and outdoor activities in which adults participate.

F.20. To assist the student in learning the basic rules of the major spectator sports.

G. RESOURCES

Self

G. 1. To assist the student in becoming aware of him/herself as a distinct individual.

G. 2. To assist the student in becoming aware of various self-related resources available within his/her own home.

G. 3. To assist the student in becoming aware of various self-related resources available within the school setting.

G. 4. To assist the student in becoming aware of various self-related resources available within the community setting.

Work

G. 9. To assist the student in becoming aware of work as a resource in his/her life.

G.10. To assist the student in becoming aware of various work-related resources within his/her own home and neighborhood.

G.11. To assist the student in becoming aware of various work-related resources available within the school setting.

G.12. To assist the student in becoming aware of various work-related resources available within the community setting.

Leisure

G.17. To assist the student in becoming aware of leisure as a resource in his/her life.

G.18. To assist the student in becoming aware of various leisure-related resources within his/her own home and neighborhood.

G.19. To assist the student in becoming aware of various leisure-related resources within the school setting.

G.20. To assist the student in becoming aware of various leisure-related resources available within the community setting.

*Bellevue, Washington: Edmark Associates, 1977.

Subject / Component	Values, Attitudes & Habits	Human Relationships	Occupational Information	Job and Daily Living Skills
READING				
LANGUAGE ARTS				
MATH				
SCIENCE				

Subject / Component	Values, Attitudes & Habits	Human Relationships	Occupational Information	Job and Daily Living Skills
READING				
LANGUAGE ARTS				
MATH				
SCIENCE				

RECOMMENDED APPROACHES TO DELIVERY OF CAREER EDUCATION INSTRUCTION BASED ON GRADE LEVEL, DEGREE OF HANDICAP, AND INSTRUCTIONAL SETTING AT THE ELEMENTARY LEVEL

	MILDLY HANDICAPPED K-3	MILDLY HANDICAPPED 4-6	MODERATELY TO SEVERELY HANDICAPPED* K-3	MODERATELY TO SEVERELY HANDICAPPED* 4-6
REGULAR CLASS OR RESOURCE ROOM	INFUSION AND UNIT TEACHING	INFUSION, UNIT TEACHING AND MINI-COURSES	INFUSION, UNIT TEACHING AND SEPARATE SUBJECTS (SEMESTER LONG)	INFUSION, UNIT TEACHING AND SEPARATE SUBJECTS (SEMESTER AND YEAR LONG)
SPECIAL CLASS	INFUSION, UNIT TEACHING, AND SEPARATE SUBJECTS (SEMESTER LONG)	INFUSION, UNIT TEACHING, AND SEPARATE SUBJECTS (SEMESTER AND YEAR LONG)	TOTAL CURRICULUM	TOTAL CURRICULUM

*MODERATELY OR SEVERELY HANDICAPPED IN REGULAR GRADES OR RESOURCE ROOMS WILL MOST LIKELY BE VISUALLY HANDICAPPED, AUDITORIALLY HANDICAPPED, AND/OR LEARNING DISABLED PUPILS.

H8

GUIDELINES FOR INSTRUCTIONAL MATERIALS ANALYSIS*

I. THE PRODUCER

A. CREDENTIALS

1. REPUTATION
2. AUTHOR'S EDUCATION AND EXPERIENCE

B. CLAIMS FOR THE MATERIALS

1. TARGET POPULATION
2. CONDITIONS OF USE

C. DEVELOPMENTAL HISTORY OF MATERIALS

1. DEVELOPMENTAL TESTING
2. FIELD-TESTING OF FINAL VERSION
3. CONTINUED LEARNER VERIFICATION FOR REVISION

II. INSTRUCTIONAL DESIGN

A. GOALS AND OBJECTIVES

1. DEGREE TO WHICH SPECIFIED
2. HOW STATED OR DESCRIBED
3. BASES FOR SELECTION
4. ASPECTS OF CAREER EDUCATION AND/OR OTHER AREAS EMPHASIZED

B. CONTENT

1. SCOPE

A. DEGREE TO WHICH SPECIFIED
B. SELECTION AND ARRANGEMENT
C. BASES FOR SELECTION
D. ASPECTS OF CAREER EDUCATION
E. VALIDITY AND ACCURACY OF CONTENT
F. FAIRNESS IN TERMS OF SEX ROLES AND SOCIOECONOMIC, ETHNIC, REGIONAL AND NATIONAL BACKGROUNDS

2. Sequence

A. Degree to which specified

B. Bases for determining

C. Aspects of career education and other areas related to

C. METHODOLOGY OF LEARNING/INSTRUCTION

1. Degree to which specified
2. Reading approaches identified with
3. Teacher-pupil-other roles
4. Organization, space, time, and grouping arrangements
5. Media for presentation
6. Bases for determining

D. EVALUATION AND ASSESSMENT

1. Degree to which specified and supplied
2. Approaches used (e.g., norm or criterion-referenced, etc.)
3. Reading and other areas covered
4. Who carries it on and when
5. How recorded, used, reported

III. Evidence of Effectiveness

A. PRODUCER'S EVIDENCE (See IC above)

1. Opinion
2. Evidence from teachers
3. Evidence from students

B. REPORTS FROM OTHER USERS

1. Anecdotal
2. Systematic empirical

A. Criterion tests

B. Interviews and questionnaires

C. Observation

3. EMPHASIS

   A. EFFECT (ON LEARNERS)
   B. AFFECT
   C. CONDITIONS OF USE AND USEFULNESS, OR EASE OF USE

IV. OVERALL ASSESSMENT AND RECOMMENDATIONS

*ADAPTED FROM:

EPIE CAREER EDUCATION S*E*T.
NEW YORK: EPIE INSTITUTE, 1975

ASSESSMENT INSTRUMENT

TASK 1.0 IDENTIFICATION

1.1 Document Identification and Source. The first task is to identify the material.

Title _____

Author _____

Publisher/Source _____

_____

Address _____

_____

Retrieval Number if in ERIC or Other Retrieval System: _____

Date Published _____

Cost (if known) _____

Name of District _____

_____

Assessor _____

Position _____
(Include Grade Level) _____

Date Assessed _____

Document Number in District's System _____

Exited at EXIT 1 ☐ Yes ☐ No

Exited at EXIT 2 ☐ Yes ☐ No

Summary Rating of the Material:

☐ High Usefulness

☐ Average Usefulness

☐ Low Usefulness

This material is taken from:
Peat, Marwich, & Mitchell, 1974.

1.2 Format. Further classify the material as to what it is, and for which group of users, department of the school, and for which grade level it is appropriate.

1.2.0 Packaging (Check one.)

- ☐ Single Piece (Item)
- ☐ Set of Independent Items
- ☐ Set of Related Items

1.2.1 Type of Material (Check all appropriate items.)

A. Printed Materials

- ☐ Instructional Unit
- ☐ Teacher's Guide
- ☐ Curriculum Guide
- ☐ Instructional Module for Student
- ☐ Student Workbook or Manual
- ☐ Laboratory/Practice Manual
- ☐ Textbook
- ☐ Simulation Situation
- ☐ Evaluation Instrument
- ☐ Administrative Material
- ☐ Bibliography or Directory
- ☐ Supplementary Reference Material for Student
- ☐ Other_____

B. Audiovisual Materials

- ☐ Records, Discs
- ☐ Audio Tapes
- ☐ Transparencies
- ☐ Models/Mock-Ups
- ☐ Flat Pictures
- ☐ Posters
- ☐ Charts and Graphs
- ☐ Single Concept Loops
- ☐ Films ☐8 mm ☐16 mm
- ☐ Filmstrips
- ☐ Cassettes
- ☐ Videotapes
- ☐ Slides
- ☐ Other_____

C. Manipulative Materials

- ☐ Puzzles
- ☐ Laboratory Kits
- ☐ Puppets/Dolls/Figures
- ☐ Activity Kits
- ☐ Tools and Related Items
- ☐ Games
- ☐ Blocks and Related Items
- ☐ Rods/Counters/Etc.
- ☐ Other_____

1.2.2 Grade, Reading, and Comprehension Levels
(Check at least one level for both categories.)

Designed Grade Level		Estimated Reading Level
☐	Early Elementary (K-3)	☐
☐	Upper Elementary (4-6)	☐
☐	Middle School (7-9)*	☐
☐	Senior High School (10-12)	☐
☐	Post Secondary (13-14)	☐

1.2.3 Who Will Use It?

- ☐ Students
- ☐ Instructional Personnel
- ☐ Support Service Personnel
- ☐ Parents
- ☐ Community at Large
- ☐ Business/Labor/Industrial/ Professional Persons
- ☐ Other_____

1.2.4 Special Learning Needs**

Is the item directly aimed at a student with a special learning need?

☐ YES (Check appropriate items below.) ☐ NO

- ☐ Gifted and Talented
- ☐ Mentally Retarded
- ☐ Physically Handicapped (Specify:_____)
- ☐ Emotionally Disturbed
- ☐ Culturally Deprived

1.2.5 Activity Areas

A. Subject-Matter Area or Cocurricular Activity Towards Which Materials are Directed**

- ☐ Agriculture
- ☐ Art
- ☐ Business
- ☐ Distributive Education
- ☐ English Language Arts
- ☐ Foreign Languages
- ☐ Health Occupations Education
- ☐ Health and Safety in Daily Living, Physical Education and Recreation
- ☐ Home Economics
- ☐ Industrial Arts
- ☐ Mathematics
- ☐ Music
- ☐ Natural Sciences
- ☐ Office Occupations
- ☐ Social Sciences/Social Studies
- ☐ Technical Education
- ☐ Trade and Industrial Occupations
- ☐ General Elementary and General Secondary Education
- ☐ Differentialized Curriculum for Handicapped Pupils
- ☐ Cocurricular Activities
- ☐ Safety and Driver Education
- ☐ Junior ROTC

*Recognizing geographic variance, a commonly used range has been selected.
**The categories in 1.2.4 and 1.2.5A are taken directly from Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems, U.S. Department of Health, Education, and Welfare, 1970, O.E.-23052.

1.2.5 (Cont.)

B. Other Content Areas

- ☐ Career Guidance/Counseling
- ☐ Career Information
- ☐ Community Relations
- ☐ Evaluation
- ☐ Follow-Up
- ☐ Management
- ☐ Placement
- ☐ Staff Development
- ☐ Work Experience
- ☐ Other _____

1.2.6 Instructional Approaches
(Check one or more.)

- ☐ Self-Instructional
- ☐ Lecture
- ☐ Discussion
- ☐ Programmed Instruction
- ☐ Modeling
- ☐ Simulation or Gaming
- ☐ Individualized Projects
- ☐ Role Playing
- ☐ Field Observations
- ☐ Self-Evaluation
- ☐ Demonstrations
- ☐ Drill and Practice
- ☐ Individual or Group Counseling
- ☐ Supervised Work Experience
- ☐ Lab Practice
- ☐ Dramatic Activities
- ☐ Other _____

1.2.7 Objectives of Materials
(Check one or more.)

The following are sugested goals from the U.S. Office of Education. The user may substitute alternate goals.

This material will help students to:

- ☐ Increase their self-awareness.
- ☐ Increase their basic academic/vocational skills.
- ☐ Increase their awareness of work values and their desire to engage in paid and/or unpaid work.
- ☐ Increase their awareness of and knowledge about work.
- ☐ Increase their competency in career decision-making skills.
- ☐ Learn good work habits.
- ☐ Demonstrate work-seeking and work-getting skills.
- ☐ Be successful (when leaving the formal educational system) in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.
- ☐ Be aware of means available for continued education once they have left the formal educational system.

Does the material meet one or more of the goals of career education? If the answer is no, it is suggested that the assessment process stop and that the material be exited (rejected).

☐ YES ☐ NO → EXIT 1

TASK 2.0 QUALITY: This task has to do with the quality of the materials. How valuable are they? Would you use them? Would you recommend them to others? The first part of this task has to do with determining the adequacy of the content in terms of the goals prescribed.

2.1 Adequacy and Consistency. Are goals and specific objectives contained in the material? Does the content support these goals and objectives?

2.1.1 To what extent are the overall objectives or goals for which the materials have been designed clearly set forth? (Objectives are the broad purposes of the material.)*

3	1	3	5
☐ Not applicable.	☐ No objectives are identified.	☐ Objectives are identified but are vague and/or need to be improved upon.	☐ Objectives are clearly stated.

2.1.2 To what extent is the nature and scope of the material content adequate to reach the objectives?

3	1	3	5
☐ Not applicable.	☐ There is no evidence that material content is directed toward defined objectives.	☐ Material content is directed to attain its objectives but lacks clear, direct focus.	☐ Material content is directed to attain its objectives in clear, accurate, and consistent terms.

2.1.3 To what extent are expected outcomes through use of material identified? (Outcomes are specific learnings which the student is expected to accomplish.)

3	1	3	5
☐ Not applicable.	☐ Outcomes are not cited or are inadequate.	☐ Outcomes are set forth but need improvement and/or expansion.	☐ Outcomes in terms of behavior and/or level of performance are clearly indicated.

2.1.4 To what extent are there sound methods for measuring achievement consistent with the expected outcomes?

3	1	3	5
☐ Not applicable.	☐ None are indicated.	☐ Methods are identified but improvements should be made.	☐ Techniques, procedures, and schedules are adequate.

*An explanation of the scoring system is found in Part IV under Task 2.0.

2.1.5 Is the organization and presentation of the content consistent with objectives and outcomes?

3	1	2	5
☐ Not applicable.	☐ Material is not well organized and/or as poorly presented.	☐ Material is generally well organized and presented, but improvements should be made.	☐ Material content is well organized and few inconsistencies were identified.

2.1.6 Is the format of the material adequate for easy usage?

3	1	3	5
☐ Not applicable.	☐ Format does not facilitate its use.	☐ Format is adequate but needs improvement.	☐ Format facilitates its use.

2.1.7 Is the material content consistent with growth and development characteristics (physical, emotional, social, and intellectual) of target groups?

3	1	3	5
☐ Not applicable.	☐ Content is directed to one growth and development characteristic.	☐ Content is directed to two growth and development characteristics.	☐ Content is directed to three or more growth and development characteristics.

2.1.8 Are the methods suggested for the presentation of the content consistent with current knowledge of sound learning theories?

3	1	3	5
☐ Not applicable.	☐ There is little evidence of consistency.	☐ Improvements are necessary to make suggested methods consistent.	☐ Methods for presentation consistently reflect awareness and application of sound learning theories.

2.1.9 Are the methods suggested for the presentation of content consistent with current knowledge of student motivational techniques?

3	1	3	5
☐ Not applicable.	☐ There is little evidence of consistency.	☐ Improvements are necessary to make suggested methods consistent.	☐ Methods for presentation consistently reflect awareness and application of sound student motivational techniques.

☐ TOTAL RAW SCORE FOR TASK 2.1 (Transfer score to Objective Rating Box on page 14).

2.2 **Evaluation Procedures.** Does the material include a sound evaluation process which assists the user in measuring student needs and accomplishments?

2.2.1 To what extent are techniques and procedures for sound evaluation specified?

3	1	3	5
☐ Not applicable.	☐ Techniques and procedures are not specified.	☐ Techniques and procedures are specified but cannot be easily modified for special user requirements.	☐ Techniques and procedures are clearly identified and sufficiently flexible to meet unique user needs.

2.2.2 Are there provisions for pre-testing?

3	1	3	5
☐ Not applicable.	☐ No.	☐ Pre-testing is recommended, but techniques and procedures for doing so are inadequate.	☐ Techniques and procedures are clearly set forth and adequate.

2.2.3 Are there provisions for post-testing?

3	1	3	5
☐ Not applicable.	☐ No.	☐ Post-testing is recommended, but materials and procedures for doing so are inadequate.	☐ Materials and procedures are clearly set forth and adequate.

2.2.4 To what extent are there provisions for individual and group diagnostic testing?

3	1	3	5
☐ Not applicable.	☐ None.	☐ Techniques and procedures exist but they require greater detail and/or clarity for general application.	☐ Sound techniques and procedures exist for both individual and group testing.

2.2.5 To what extent are remediation procedures identified?

3	1	3	5
☐ Not applicable.	☐ None.	☐ Procedures exist but additional direction is needed for specific applications.	☐ Sound procedures exist for remediation and specific applications.

☐ TOTAL RAW SCORE FOR TASK 2.2 (Transfer score to Objective Rating Box on page 14).

2.3 **Versatility.** Is this material adaptable to a variety of instructional situations? Does it recognize the need for individual instruction--for group instruction? Is it relevant to the interests of students from different socioeconomic groups?

2.3.1 To what extent are various optional instructional strategies provided? (Instructional strategies are methods of teaching such as simulation, group instruction, individual programs, etc.)

3	1	3	5
☐ Not applicable.	☐ Unit can be taught by only one instructional strategy.	☐ Adaptable to a narrow range of instructional strategies (2-4).	☐ Adaptable to a broad range of instructional strategies (5 or more).

2.3.2 To what extent is a range of student activities provided that involves students in different kinds of learning experiences?

3	1	3	5
☐ Not applicable.	☐ Provides for a very limited variety of student activities; not easily adaptable.	☐ Provides some variety of student activities and could easily be changed to increase adaptability.	☐ Provides many varied learning activities for students.

2.3.3 To what extent are alternative activities for students with special needs (learning or physical handicaps) provided?

3	1	3	5
☐ Not applicable.	☐ No specific recognition of special needs; material difficult to adapt.	☐ Some recognition of special needs (e.g., slow readers), easily adaptable.	☐ Recognizes student differences and provides for activities uniquely suited to students with special needs.

2.3.4 To what extent is individual as well as group instruction provided?

3	1	3	5
☐ Not applicable.	☐ No individualized instruction and difficult to adapt.	☐ Individualized instruction.	☐ Individualized and group provisions.

2.3.5 To what extent does the material relate to the interests of the target age group?

3	1	3	5
☐ Not applicable.	☐ Low interest value.	☐ High interest value in spots, but limited in scope.	☐ High interest value throughout.

☐ TOTAL RAW SCORE FOR TASK 2.3 (Transfer score to Objective Rating Box on page 14).

2.4 User Needs. Does the material provide adequate directions, background information, explanations of needed skills and/or training, etc., to assist the user in determining if he or she can easily utilize the material?

2.4.1 To what extent are user directions provided?

3	1	3	5
☐ Not applicable.	☐ None.	☐ Limited to use by a person experienced with the content presented.	☐ Adequate for use by an inexperienced person as well as a person familiar with its content.

2.4.2 To what extent is background information provided to the user so that the person will not have to go beyond the material to seek help?

3	1	3	5
☐ Not applicable.	☐ None.	☐ Incomplete and requires extensive study and other resources.	☐ Adequate for use without knowledge attained from prior experience or other resources.

2.4.3 To what extent are user strategies specified?

3	1	3	5
☐ Not applicable.	☐ None.	☐ Inadequate to guide an inexperienced user with alternatives for consideration.	☐ Sufficiently detailed to aid the user to assess alternative strategies.

2.4.4 To what extent are resource materials identified and referenced so the user can obtain them?

☐ 3 Not applicable.	☐ 1 None.	☐ 3 Primary resources identified but not referenced.	☐ 5 Resource materials are sufficiently documented to enable the user to acquire them.

2.4.5 To what extent are the specific skills required of the user identified and detailed?

☐ 3 Not applicable.	☐ 1 None.	☐ 3 Skills identified are incomplete and/or in insufficient detail.	☐ 5 Skills required of the user are identified and clearly detailed.

2.4.6 To what extent are directions for additional training provided?

☐ 3 Not applicable.	☐ 1 None, but additional training is necessary.	☐ 3 Inadequate for use without additional information and guidelines.	☐ 5 Adequate for most additional training required without additional information and guidelines.

2.4.7 To what extent are training materials identified and provided?

☐ 3 Not applicable.	☐ 1 None, but needed.	☐ 3 Materials are identified but not provided or are not adequate.	☐ 5 Materials needed are identified and those provided are suitable.

☐ TOTAL RAW SCORE FOR TASK 2.4 (Transfer score to Objective Rating Box on page 14).

TASK 3.0 SPECIAL CONDITIONS FOR USE: This task involves making a determination as to whether or not this material can be used in a typical school situation or if there are special requirements for its use which may impose new "costs" upon your district.

3.1 Personnel and Staffing (Staffing Patterns)

- ☐ (Not Applicable)
- ☐ Team Teaching
- ☐ Differentiated Staffing (Describe)

  _____

  _____
- ☐ Low Pupil-Teacher Ratio
- ☐ Paraprofessional Support
- ☐ Peer Student Support
- ☐ Special Support Personnel (Describe)

  _____

  _____
- ☐ Specially Trained Instructor (Describe)

  _____

  _____
- ☐ Other _____

3.2 Scheduling and Organization

- ☐ (Not Applicable)
- ☐ Unique Grade Organization (Describe)

  _____

  _____
- ☐ Outside Normal Day/Year (Describe)

  _____

  _____
- ☐ Modular or Flexible Schedule
- ☐ Community Organization Based Classroom
- ☐ Industry or Business-Based Classroom
- ☐ Other _____

3.3 Equipment and Facilities

- ☐ (Not Applicable)
- ☐ Open Space, Multiple Group Instruction Special Facilities (Describe)

  _____

  _____
- ☐ Special Equipment (Describe)

  _____

  _____
- ☐ Special Transportation (Describe)

  _____

  _____
- ☐ Other _____

3.4 Community Resources

- ☐ (Not Applicable)
- ☐ Volunteer Support, General or Specific
- ☐ Industry/labor/Business Instructors
- ☐ Community Agency Support
- ☐ Home and Family Participation
- ☐ Work Experience Stations
- ☐ Other _____

TASK 4.0 CONTENT BIAS: Instructional material containing bias, either in illustration or copy, has to be questioned as to its usefulness. The following are suggested questions to use in evaluating the use of the materials in a local situation.

4.1 Material is free of racial bias.
☐ Yes ☐ No

4.2 Material is free of ethnic bias.
☐ Yes ☐ No

4.3 Material is free of religious bias.
☐ Yes ☐ No

4.4 Material is free of sex role stereotyping.
☐ Yes ☐ No

4.5 Material is free of job denigration.
☐ Yes ☐ No

4.6 Material accurately and objectively presents descriptions of life-styles and social conditions associated with the career categories involved.
☐ Yes ☐ No

4.7 Material contains role-models to which a member of a minority group can relate.
☐ Not Applicable ☐ Yes ☐ No

4.8 If the material contains visuals, the characters depicted represent a variety of racial groups.
☐ Not Applicable ☐ Yes ☐ No

4.9 Material includes characters with names indicative of a variety of ethnic groups.
☐ Not Applicable ☐ Yes ☐ No

4.10 With minor additions/revisions the material can include a positive reference to minority groups.

☐ Not Applicable ☐ Yes (How?) ☐ No (Why not?)

4.11 Any bias identified can be eliminated by recommended changes indicated in the assessor's statement below.

☐ Not Applicable - no bias identified

☐ Yes

☐ No (reject material)

↓

EXIT 2

Assessor's statement of recommended changes:

_____

_____

_____

_____

TASK 5.0 RESEARCH DATA PROVIDED: If there is research accompanying the material, the assessor may identify the type of research, note the results, and evaluate its quality. If research material is not available, this task may be ignored without significantly altering the assessment process.

5.1 The item has documented evidence of investigation and evaluation:
☐ Yes ☐ No ☐ Unknown

Source of Evidence: _____

5.2 Types of Students

☐ General, Homogeneously Grouped
☐ General, Heterogeneously Grouped
☐ Handicapped
☐ Non-Readers
☐ Non-English Speaking
☐ Gifted
☐ Other _____
(Specify)

5.3 Sample Size

☐ Less than 50
☐ 50 to 99
☐ 100 to 199
☐ More than 200 _____
(Specify)

5.4 Location of Target Student Group Tested

☐ Inner City
☐ City (population of less than 100,000 but not restricted to inner city)
☐ City (population of more than 100,000 but not restricted to inner city)
☐ Suburban
☐ Rural
☐ Other _____
(Specify)

5.5 What specific tests were used for pre-testing?

5.6 What specific tests were used for post-testing?

5.7 Were control groups used?

5.8 What specific types of statistical techniques were applied?

5.9 What were specific changes in post-test/pre-test results?

5.10 Additional information and/or clarification regarding research data:

5.11 Was the research adequate enough to base your adoption of the material upon it? Why or why not?

H10m

TASK 5.0 SUMMARY EVALUATION: With the material carefully reviewed, it is necessary to make a final professional judgment.

In the following space the assessor is to give a summary description of the material which should include both identification information and the assessor's qualitative opinion.

Objective Rating

Maximum Points Possible	Task Number	Raw Score	Weight* Factor	Weighted Total Points
45	2.1		1	
25	2.2		1	
25	2.3		1	
35	2.4		1	

130 Total Possible Points

Total Raw Score

% Evaluation Score (Raw Score = ___% of Total Possible Points)

Item is placed in:

- ☐ High-level priority: most useful
- ☐ Middle-level priority: it is useful if nothing of first-level priority is available
- ☐ Low-level priority: should only be used if nothing else is available

Please record this scoring on the front page.

*An explanation of alternative uses of the weighted scoring system can be found in the instructions for Task 6.0 in Part IV.

H10n

The Results of a Study Conducted By The Council on Interracial Books for Children*

1. While white workers are depicted with a variety of facial expressions and appear quite serious about their work, black workers are almost always grinning, no matter how serious their tasks.

2. Blacks are often "white washed" meaning that they have the appearance of white persons, both physically and in style of dress.

3. Minorities pictured often illustrate either "tokenism": (one minority included with a group of white workers, often working alone), or "separatism" (a group of minority workers with no whites present).

4. Minority workers were often shown doing useful tasks, but in all three of the 100 materials reviewed, whites were shown in the supervisory roles.

5. There were some materials which pictured minorities looking confused or indecisive while whites appeared self confident and in control.

6. There were almost no materials which featured minority workers in high-level positions, while several materials depicted minority workers as secondary characters, often performing unskilled work.

7. The clearest indicator of racism in career education materials was in the area of service. White workers "served" minorities only in professional capacities (i.e., doctor, lawyer) while minorities served whites in food and hospitality settings.

8. Many minority people were shown performing services in "lily-white" communities, reinforcing the theme that minority employment is designed to serve whites.

*Wimmer, D. Selected issues in the utilization of career education materials with handicapped students. In G. M. Clark & W. J. White (Eds.), Career education for the handicapped: Current perspectives for teachers. Boothyn, Pa.: Educational Resources Center, 1980.

Results of a Content Analysis Conducted by
The Council on Interracial Books for Children*

1. There was a lack of factual information about the realities of the labor market which are particularly important for minority students, such as the roles and responsibilities of government regulatory agencies, the hierarchy of decision-making and power within agencies, and the social benefits and privileges accrued by those at different levels within the hierarchy.

2. "Ability to speak clearly" was heavily emphasized, suggesting that accents were disadvantageous. Reviewers felt that "speaking clearly" was equated to "speaking whitely" since 90% of audio materials utilized white narrators.

3. Only two of 100 materials dealt with the topic of potential racial discrimination, and neither offered suggestions for dealing with it. Employer responsibility to prevent discrimination was not discussed.

4. Testing was often suggested as a means to assist students in occupational choice, but there was no mention of possible cultural discrimination and its effects on minority students.

5. Only 11% of workers in materials examined were from minority groups, with 53% of that number depicted in low-paying jobs.

*Wimmer, D. Selected issues in the utilization of career education materials with handicapped students. In G. M. Clark & W. J. White (Eds.), Career education for the handicapped: Current perspectives for teachers. Boothyn, Pa.: Educational Resources Center, 1980.

CHECKLIST FOR REVIEWING CAREER EDUCATION MATERIALS FOR RACIST CONTENT

Name of Reviewer: _____

Date: _____

Title: _____

Film: _____ Book: _____

Filmstrip: _____ Other: _____

Number of pieces included in set: _____

VISUAL ANALYSIS

Overt Factors

What percentage of total number of workers shown are minority people? _____

Of this percentage, what is the percentage of males _____? females _____?

A = Virtually Always U = Usually OF = Often O = Occasionally N = Virtually Never

		A	U	OF	O	N
1.	Are minority people *stereotyped* by skin color, facial features, hair styles, etc.?					
2.	Are minority people isolated from white coworkers?					
3.	Are minority people being supervised or taking directions?					
4.	Are minority people shown supervising or training white workers?					

		A	U	OF	O	N
5.	Are minority workers shown looking indecisive or confused?					
6.	Are minority people shown as thinkers, planners, or highly skilled workers?					
7.	Are minority workers shown as unskilled workers?					
8.	Are minority people shown serving white people?					
9.	Are white people shown serving minority people?					

Covert Factors

10.	Where people are shown doing socially useful work, are minority people adequately and positively represented?					
11.	Are minority people pictured against backgrounds that are culturally incongruous?					

CONTENT ANALYSIS (WRITTEN & ORAL)

Overt Factors:

1.	Are relative advangages and disadvantages of each occupation discussed?					
2.	Does the material state or imply that accents, physical characteristics, or other personal traits are disadvantages in an occupation?					
3.	Does the material explain the worker's rights as well as responsibilities?					
4.	Does the material explain the employer's responsibilities to the worker?					

		A	U	OF	O	X
5.	Is testing used or suggested as the best way to determine one's ability to perform a job?					
6.	Does the material use derogatory terms (e.g., "boy" instead of "man" when referring to an adult)?					
7.	Does the material encourage optimal educational experiences rather than minimal, limited training?					
8.	Do the materials encourage minority children to accept limited rights and limited roles?					

COMMENTS:

SPECIFIC REFERENCES:

Please cite specific examples of racially offensive material by page number, frame number, or approximate location in films.

CHECKLIST FOR REVIEWING CAREER EDUCATION MATERIALS FOR RACIST CONTENT

Name of Reviewer: _____

Date : _____

Title: _____

Film: _____ Book: _____

Filmstrip: _____ Other: _____

Number of pieces included in set: _____

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COMMENTS:

SPECIFIC REFERENCES:

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EVALUATING CAREER EDUCATION MATERIALS FOR SEXISM*

1. LANGUAGE

   Look for the generic "he" and "she" used in referring to a stereotyped occupation.

2. TONE

   Listen for words that encourage men and women to try non-traditional jobs. Be alert to hearing qualifying words or phrases, such as "This is a good part-time job for a woman."

3. OCCUPATION TITLES

   Compare titles, such as "stewardess," with the new occupational titles developed by the Bureau of the Census, such as "flight attendant."

4. TOKENISM

   Be alert to materials which portray one or two bright examples of equal sex treatment but which are fundamentally dominated by male role models and/or sexist language.

5. ATTEMPT AT FAIRNESS

   Expect some materials to present career opportunities for males and females fairly but to lapse into some form of sexism.

6. FAMILY RESPONSIBILITY

   Note the presence of sexist expectations such as the assumption that women ultimately will want to leave their jobs to raise a family or that men are expected to be the sole provider for wife and children.

7. GROOMING

   Observe the emphasis on the woman's appearance as a factor in being hired.

8. CHANGING ROLES

   Determine if the changing roles of men and women are dealt with in the teacher's manual or in the material itself.

9. EQUAL OPPORTUNITY

   Examine the teacher's manual to see if it states that all occupations are appropriate for qualified persons of either sex.

*EPIE Career Education S*E*T
New York: EPIE Institute, 1975.

GUIDE FOR NUMERICAL ANALYSIS OF INCLUSION OF THE HANDICAPPED

IN CAREER EDUCATION MATERIALS

	HANDICAPPED	NON-HANDICAPPED	BOTH	RATIO	% OF TOTAL
OCCUPATIONS OFFERED TO					
ILLUSTRATIONS OF					
PEOPLE IN POSITIONS OF AUTHORITY; DECISION MAKERS					
UNSKILLED WORKERS					
SEMI-SKILLED/SKILLED WORKERS					
WORKERS SHOWN IN BARRIER-FREE ENVIRONMENTS					

(Sitlington, 1980)

GUIDE FOR NUMERICAL ANALYSIS OF INCLUSION OF THE HANDICAPPED

IN CAREER EDUCATION MATERIALS

	HANDICAPPED	NON-HANDICAPPED	BOTH	RATIO	% OF TOTAL
OCCUPATIONS OFFERED TO					
ILLUSTRATIONS OF					
PEOPLE IN POSITIONS OF AUTHORITY; DECISION MAKERS					
UNSKILLED WORKERS					
SEMI-SKILLED/SKILLED WORKERS					
WORKERS SHOWN IN BARRIER-FREE ENVIRONMENTS					

(Sitlington, 1980)

Career Education Goals

List specific goals of career education for each level.

Junior High School	Senior High School

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List specific goals of career education for each level.

Junior High School	Senior High School

Assessment of Resources and Student Needs

Step 1: List the Career Resources Which Exist	Step 2: List the Specific Career Needs, Interests, and Abilities of Handicapped Secondary Students

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Goal Setting and Objective Writing

Goal Setting (List goals that reflect career components.)	Objective Writing (List specific objectives that will accomplish these career goals.)
1	a. b.
2	a. b.
3	a. b.

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Goal Setting (List goals that reflect career components.)	Objective Writing (List specific objectives that will accomplish these career goals.)
1	a. b.
2	a. b.
3	a. b.

Content Selection, Method of Presentation, and Resource Utilization

Career Content (List the career content that will be taught.)	Method of Presentation (List methods of presentation.)	Resource Utilization (List school and community resources.)

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Content Selection, Method of Presentation, and Resource Utilization

Career Content (List the career content that will be taught.)	Method of Presentation (List methods of presentation.)	Resource Utilization (List school and community resources.)

List strategies for conducting a formative evaluation of the career education program.	List strategies for conducting a summative evaluation of the career education program.

Program Evaluation

List strategies for conducting a formative evaluation of the career education program.	List strategies for conducting a summative evaluation of the career education program.

MATERIALS EVALUATION FORM

CAREER EDUCATION FOR SECONDARY LEVEL
HANDICAPPED STUDENTS

Title of Material: _____

Publisher: _____

Format (i.e., worktext, cassette): _____

_____

Purpose/Objective of Material: _____

_____

Interest Level: _____

Reading Level: _____

Requires the use of:
(check all those appropriate)

Hands _____ Math computations _____

Sight _____ Oral communications _____

Hearing _____

Reading _____

What is the cost of this material? (Refer to catalog)

$_____

Can this material be reused? Yes _____ No _____

Can this material be adapted for various handicapping conditions?

Yes _____ No _____

If yes, how? Provide examples (i.e., for the hearing impaired, sight impaired)

_____

_____

_____

Is the material free of racial bias? Yes _____ No _____

If no, what should be changed?

_____

_____

Is the material free of sex stereotyping? Yes _____ No _____

If no, what should be changed?

_____

_____

Does the material adequately represent the handicapped population?

Yes _____ No _____

If no, what should be changed?

_____

_____

Summation: How would you use this material in career education for the handicapped?

_____

_____

_____

_____

MATERIALS EVALUATION FORM

CAREER EDUCATION FOR SECONDARY LEVEL
HANDICAPPED STUDENTS

Title of Material: _____

Publisher: _____

Format (i.e., worktext, cassette): _____

_____

Purpose/Objective of Material: _____

_____

Interest Level: _____

Reading Level: _____

Requires the use of:
(check all those appropriate)

Hands _____ Math computations _____

Sight _____ Oral communications _____

Hearing _____

Reading _____

What is the cost of this material? (Refer to catalog)

$_____

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Yes _____ No _____

If yes, how? Provide examples (i.e., for the hearing impaired, sight impaired)

_____

_____

_____

Is the material free of racial bias? Yes _____ No _____

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_____

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_____

_____

Does the material adequately represent the handicapped population?

Yes _____ No _____

If no, what should be changed?

_____

_____

Summation: How would you use this material in career education for the handicapped?

_____

_____

_____

_____

Infusion Ideas

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to identify learning and developmental needs of exceptional children and youth.	Inservice training session on behavioral objectives and criterion referenced assessment.	Have students list the 10 most important behaviors which the exceptional children and/or youth they work with should have when they leave them and then 10 years later. Present Project PRICE (Brolin, 1978) competencies on a transparency and have participants match their lists with it. Discuss agreements and disagreements on list.
	Unit on curriculum development in a course on methods of teaching exceptional children and youth.	Have students read and analyze various curriculum guides as to the types of objectives suggested. Have students read and critique the IBAS objective banks (Wimmer & White, 1977). Present in class an example of a PRICE Competency Unit (Brolin, 1978).
Student will be able to identify various assessment approaches with exceptional children and youth.	Inservice training on non-discriminatory assessment of exceptional children and youth.	Transparencies on available assessment approaches, including those used in career development. Handouts on examples of discriminatory and non-discriminatory assessment items in career development assessment.
	Course on assessment of exceptional children and youth.	Readings on assessment in the area of career development.

Infusion Ideas - Continued

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to teach a cognitive development concept or motor skill.	Inservice training session on teaching techniques.	Demonstration of teaching a motor task in daily living via task analysis. Observation of a teacher teaching a unit on values and attitudes.
	Student teaching or practicum course.	Have students demonstrate skill in teaching a concept lesson in use of money. Have student demonstrate skill in teaching an assembly task.

Separate Programming Ideas

Example Content Objectives	Example Delivery Environments	Example Activities
Student will be able to give a definition of career education.	Inservice training session on career development of the handicapped. Career/vocational planning unit in course on methods of teaching exceptional children and youth.	Lecture with transparency. Slide/tape presentation (Midwest RETOOL Consortium). Videotape on career education for the mildly and severely/multiply handicapped (Midwest RETOOL Consortium). Handouts of definitions.
	Course on career/vocational development of the handicapped.	Lecture with transparencies showing evolvement of definitions. Videotapes/Handouts/Readings
Student will be able to discuss or write on the extent to which adult handicapped persons are coping with their current lives as a result of their schooling.	Inservice training session on accountability in special education.	Presentations by former special education students who are now adults in the community. Films on adult adjustment.
	Course on career/vocational development of the handicapped.	Presentations by former special education students. Readings on adult adjustment of the handicapped. Assignment of a project involving a follow-up interview by students of one of their former students or of some designated student who is avilable. Sharing of these in class.
Student will be able to use informal assessment instruments in career development.	Inservice training sequence on career development assessment.	Handouts of example informal assessment instruments. Participants administer instruments to selves and/or others.
	Unit of instruction on career development assessment in a course on assessment of exceptional children and youth.	Handouts. Students administer instruments to selves, others, and/or volunteer handicapped individuals. Demonstration of administration of selected instruments.

Separate Programming Ideas - Continued

Example Content Objectives	Example Delivery Environments	Example Activities
	Course on assessment of career development in handicapped.	Readings. Handouts. Demonstration of administration of selected instruments. Self administration. Practice administrations with volunteer handicapped individuals. Students develop and/or revise appropriate assessment instruments for various handicapped populations by age, type of handicap, and degree of disability.